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A 136-item bibliography covering April-June 1969 with English abstracts of books and articles in English and Indic languages provides information on various aspects of education in Pakistan. Significant emphasis is placed on sections dealing with libraries; teachers; and general, elementary, and secondary education. Briefer sections deal with (1) educational administration, organization, finance, curriculum, development, goals, planning, reforms, history, and philosophy; (2) adult, childhood, comparative, higher, Islamic, medical, professional, science, special, technical, and women's education; and (3) examinations, language teaching, psychology, sociology, students' problems, textbooks, and teaching methods and media. A special section on student unrest is included. English translations of foreign titles and an author index are also provided. For companion documents see ED 027 813 and ED 031 115. (AF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Manzoor. Educational Finance in Pakistan --- Pakistan Observer (Dacca) May 12, 1969.

The limited revenue of the provinces, particularly of East Pakistan, and the somewhat arbitrary and artificial distinction between the capital and the current expenses pose a serious problem for educational finance. During the five years from 1963-64 to 1967-68, in East Pakistan, the development expenditure has been about 33 per cent more than the current expenses. The development funds have flown in from the central government, but the provincial revenue sources have not kept pace with those of the central government. The result is that funds in education have gone into the bricks and mortar of the schools and not into the human element. While buildings have been erected, the teacher's quality, his working conditions, and his remuneration have remained virtually unaffected. The impact of development in terms of physical facilities can be totally lost if the teacher who would eventually use them is neglected. The dimension of imbalance between the current and the capital expenditures in East Pakistan can be guaged by comparing the relative position of the two provinces. With a larger revenue base, West Pakistan has been able to allocate to the current account more than double the amount of capital expenses, but in this province the current expenses have been one-third less than the capital expenses. This situation must have affected the standard of education adversely in this province. The reason for the relatively large capital account in East Pakistan, besides the inflexible dichotomy of the capital and the current expenses which makes capital funds relatively more easily available, is the severe pressure for educational expansion. Expansion is unavoidable, but expansion must be matched with the capacity to maintain and operate the expanded facility effectively. It is clear that either the enhancement of teachers' salaries must be considered as part of the development costs or a special central government grant should be made available to the provinces for raising teachers' salaries. In view of the smaller revenues of East Pakistan, and in order to maintain a comparability of teachers' salaries in the two provinces, the special central subsidy to East Pakistan should be much larger, probably double the amount paid to the other province.

2. Beshorkari Shikkhaproteshthaner Porichalon Boibostha (The Management of Private Educational Institutions) --- Dainik Pakistan (Editorial) (Dacca). May 27, 1969 (B).

With the expansion of education both in the urban and the rural areas of the province, the number of private educational institutions is increasing every year. But this increase in number has resulted in the deterioration of the administration and management of these instituions. It is suggested that the administration of private schools and colleges be centralized and the Ministry of Education be given direct control over these instituions. If the pattern of administration and management of private schools and colleges is radically changed, the present maladministration in private institutions can be effectively checked.

3. HUSAIN, Zahid. Administrative Problems of a Developing University --- Pakistan Observer (Dacca) June 1, 1969.

The writer advocates complete autonomy for the university, saying that many problems are chiefly due to 'outside' interference in the affairs of the university, especially in financial matters. If a developing university is given the supreme authority in all its affairs - financial, academic and administrative - all development work could be performed smoothly and timely. Some of the problems are: Accommodation, physical planning, money, selection of staff, and relationship with the affiliated colleges. A university can cope much better with these problems if there is no encroachment from outside. The writer concludes with the words of Lord Haldane: 'University cannot live and thrive under the domination either of the government or the church. Freedom and development are the breath of its nostrils, and it can recognise no authority except that which rests on the right of the truth to command obedience.'

4. Investment in Education is a Must for Efficient Running of Production Wheels --- Pakistan Observer (Dacca) May 8, 1969.

In Pakistan hardly twenty per cent of the population is literate. The enrolment in primary education is only forty-five per cent. This must rise to cent per cent in the near future if the country aspires to gain optimum economic prosperity in the foreseeable future. The major part of expenditure on account of education is borne by the provincial governments in Pakistan. The central expenditure,

which is restricted to very limited spheres, is relatively very low. The revised revenue estimates for Education in the Central Budgets for 1948-49, 1951-52, 1955-56, and 1966-67 were respectively Rs.2.8 million, Rs.10.0 million, Rs.18.1 million and Rs.17.2 million. The Central Budget for Education in 1967-68 on the revenue side came to Rs.19.4 million. In East Pakistan revised revenue expenditure in the province for Education in 1967-68 amounted to Rs.159.0 million as against the total revenue budget of Rs.1,611.6 million for that year. In West Pakistan the revised revenue expenditure for Education 1967-68 was Rs.314.3 million as against the total revenue budget of Rs.1,933.6 million for that year. In view of the widespread illiteracy and lack of adequate technical personnel in the country, it is being universally felt that the Central as well as the Provincial expenditure for Education must steadily rise in the years to come if the country is to be steered on a sure path of steady, all-round prosperity. To achieve this aim appreciable investment must need be made at all stages and in all spheres of education - primary, secondary, college and university levels.

ADULT EDUCATION

5. CHOUDHURI, Abu Muhammad Ferdous. Nirakkharata Durikarana Obhijan; Dastagata Shekhan Andolana (Campaign to Remove Illiteracy; Campaigning for Teaching Signature) --- Bandhabi (Chittagong) V(6): 51-52. June 1969 (B).

In Pakistan an overwhelming majority of the people is still illiterate. As a first step to solve this problem, the writer suggests a countrywide campaign to teach the illiterate people how to write their names. The steps suggested are: 1) Enactment of a law empowering the postal and registration departments to refuse to deliver money orders and registered letters against acknowledgments bearing thumb impressions or to admit for registration any deed of transfer of property bearing the thumb impression of any of the parties. 2) Issuing postal stamps with the inscription: "Contribute to the campaign of making people learn writing their own names." 3) Organizing student groups in every locality to teach the people to write their names. The campaign should be conducted at least for a week every year and should cover every village in the country.

6. KABIR, Alamgir M.A. Those Who Cannot Read and Write --- Morning News (Dacca) May 9, 1969.

Almost half the adult population of the world cannot read and write, and again a little more than half of the school-age children of the world receive no schooling and, therefore, grow up to become adult illiterates. The position in Pakistan is worse. More than three-fourths of our population is completely illiterate.

With the rate of increase in population, the total number of illiterate people may touch one hundred million mark in 1971. The writer welcomes the emphasis on adult literacy in the new educational policy. It must be accepted that education is a basic human right and that every child born has a right to education.

7. KHAN, Principal Ebrahim. Adult Illiteracy Problem --- Morning News (Dacca) May 9, 1969.

The writer presents a number of suggestions to fight illiteracy in the country. These are: 1) An illiteracy tax should be levied and credited to an ad hoc fund of the Union Council. 2) Every mosque should be used as an adult literacy center. 3) The Imam of the mosque should act as the teacher and be paid an allowance. 4) Special Books for adults should be prepared, covering the fields most familiar to the learners. 5) A monthly magazine should be issued from the provincial center. 6) No literacy, no eligibility for voting in any recognised election. 7) No literacy, no licence for bullock cart, cycle, rickshaw, scooter or for such trade and business as require a licence. 8) No deed of marriage or any other document should be registered unless signed by the parties in their own hands. 9) Contribution to adult literacy work should be one of the conditions of promotion in service and for award of titles and other forms of recognition by Government. 10) No matriculate should be eligible for service under Government or in any registered business organization unless he has put in a minimum of six months' service in the spread of adult literacy. 11) No graduate of University should be eligible for service under government or in any government recognized organisation unless he produces a certificate of having rendered at least six months' free service in an anti-illiteracy center. 12) The magnificent army of our grown-up students should be mobilized for fighting adult illiteracy.

CHILDHOOD EDUCATION

8. BEGUM, Husna Ara. Adhunik Tibane Grihinira Samsya: Chhelemeyedera Shikkhadane (Problem of the House-Wife in the Modern Life: In Respect of Educating Children) --- Alan (Dacca) XIX (21): 19-20. 2nd Fortnight, June 1969 (B).

This is a radio talk on the problems faced by modern housewives in educating their children. The children of today are no longer born and brought up in a joint-family system. Now the mother is to serve as the child's first teacher. The role of the father is negligible, as he generally remains preoccupied in other matters. The children should be handled by their mother with affection and care. She should answer lovingly all their curious queries. They should not be beaten. In case of mistakes they should be rebuked but not in the presence of others. One should be discriminate while dealing with children. They should always be encouraged in their good work. The influence of surroundings in childhoo is far reaching in the life of a child. In all these circumstances the most important quality to be exhibited by the mother is perservence with hope in the future of the children.

9. Education for Happiness --- Morning News (Editorial) (Dacca) May 3, 1969.

If primary education is to be rid of many practices which are harmful, first of all parents must learn to regard their children as individuals. Children need guidance, but their wishes and inclinations should be respected. "All work and no play makes Jack a dull boy." This was never more recognized than now, but many schools seem to be unaware of all the advance in children education during this century. Education can be a pleasure but it is often turned into a punishment. Teachers with mistaken notions about education create a sense of antagonism in children instead of creating interest for reading in them.

10. SULTANA, Shahana. Schoolgami Shishu (School Going Child) --- Begum (Dacca) XXII(24): 15. May 18, 1969. (B).

The writer discusses the difficulties that a child comes up against when he begins school. The child starts going to

school willingly, but expresses unwillingness after a few days because of the rigor of strict regularity and punctuality of the school environment. The mother should coax him to go to school and even on occasions be strict with him. She should see to it that his satchel has everything necessary in it. He should never be given unnecessary cash. His school dress should be clean and tidy, his shoes well polished and his hair neatly done.

COMPARATIVE EDUCATION

11. BEGUM, Kamrunnessa. Tokyo Workshop on Mathematics Teaching --- --- Teacher's World (Dacca 7(2): 25-29. 1969.

This is a brief report of the workshop on Mathematics Teaching of First Level Education in Asia, sponsored by UNESCO and held at the National Institute of Educational Research, Tokyo, from October 14 to November 16, 1968. The participants came from 15 Asian countries. The workshop was designed: 1) To make a comparative study on objectives of mathematics teaching of first level education in Asian countries and to come out with a statement of general objectives of mathematics teaching. 2) To develop some teaching units after examining some sample teaching units by the participants. 3) To identify some of the problems in mathematics teaching common to Asian countries and develop a regional joint product to be conducted in future for the improvement of mathematics teaching. The numerous recommendations made by the workshop have been listed.

12. HAQUE, Zahur-ul. A Brief History of the Development of Secondary Education in the United States --- The Punjab Educational Journal (Lahore) LXIV(9): 20-40, 1969.

In the early stages of American history, the American secondary school was shaped after the established pattern of the time - the English system of secondary education. Ever since, the American secondary school has been undergoing radical changes and meeting the challenges of each succeeding generation. In order to appreciate the achievements of American education one must study the historical roots of the American secondary school. The historical growth of the American secondary school is dealt under the headings of the influence of the church, the Latin school in America, state intervention and Massachusetts school ordinance of 1647, schools in New England,

school support, the nature of the Latin grammar school, the decline of the grammar school, the rise of academics, and the emergence of the comprehensive high school.

This long and historical struggle was waged on the American stage to provide education as a privilege as well as a duty to be enjoyed and shared by all.

13. MALIK, D.M. Teacher Education in U.S.S.R. --- The Punjab Educational Journal (Lahore) LXIV (9): 3-8. 1968.

In Russia the ministry of education in each Republic is responsible for teacher training schools and institutes. In recent years the Soviets have concentrated on two objectives of teacher training, one to unify all teacher education, and two to bring all teacher education to the level of college or university degree. Three outstanding features of teacher education in the U.S.S.R. are: high selectivity for profession, close relationship of teacher under training with the profession even during the period of his training and his identification with a professional group that is one of the proudest professions in the Soviet Union.

The writer briefly mentions the system of pedagogic schools and pedagogic institutes, present changes in teacher education, salaries of teachers, teachers' trade union, and graduate study.

14. SAEED, Anwer. Nazaryiati Ta'aleem - Roosi Nizam-e-Ta'aleem Ka Tajziati Mutala (Ideological Education - An Analytical Study of the Russian Education System) --- Jang (Karachi) June 14, 1969 (U).

Education plays a vital role in the building of a nation. It is through education that we mould our citizens according to our requirements. In an ideological state education becomes all the more important in producing citizens of perticular way of thinking and bent of mind. U.S.S.R. is a communist country and the entire setup of education in it is based on ideological considerations. All the young people who come out of Russian universities are not only engineers, doctors, teachers etc., but also very good communists. To evolve a communistic society, Russia built up a new system of education. At every stage of educational process indoctrination of socialist ideas is at work. From primary school to higher education, youth societies, and playgrounds and theaters the process of indoctrination continues.

Pakistan is also an ideological state, and like Russia we should also provide the type of education which suits our ideological demands. To evolve a true Islamic society we should follow the example of the socialist countries.

CURRICULUM

15. AHMAD, Mohammed Siddique. Curriculum Planning --- The Punjab Educational Journal (Lahore) LXIV (9): 46-57. 1969.

The deficiencies and defects in the educational system of Pakistan have their roots in the pre-independence period. Even after 20 years, little change is visible in the educational system of the country. To the majority of the teachers and the administrators the curriculum still means little more than traditional academic subjects. The curriculum is subject-centred instead of being child-centred and is unduly influenced by the bookish and theoretical traditions of the past.

The writer explains the meaning of the curriculum and its role in the development of the child. A curriculum without clear-cut objectives is not of much value. In Pakistan we are not yet clear about the aims of education. A well-balanced curriculum based upon a clear conception of the aims of primary education is the greatest need of the time. In spite of the reforms our primary education has still many defects. Special measures have been suggested to improve the present curriculum.

16. ALI, Md. Basharat. Modernization of Mathematics Curriculum --- Teacher's World (Dacca) 7(2): 15-24. 1969.

In West Pakistan a program for the revision and modernization of syllabi of science and mathematics at the Secondary and Higher Secondary levels has been undertaken. In East Pakistan similar activities in modernizating mathematics curriculum should start without delay. A program of secondary school mathematics with a new outlook and a new spirit, reinforced by related revisions in the teaching of the subject in the post secondary institutions, will open the way for the latest approach to the study of mathematics. The modifications, additions, deletions and improvements of current mathematics curriculum should not be drastic nor should they be highly

ambitious. The program should attract pupils to be scientifically trained for utilizing their talents in industry, research and teaching. Modernization of curriculum, however, in itself does not guarantee the escalation of the quality of either mathematics or its teaching. The necessity of good teachers at both primary and secondary school levels is a pre-requisite for the implementation of any suggested improvements in mathematics curriculum.

17. ASGHAR, Jeelani. Ta'aleemi Nisaab Ka Almia (The Tragedy of Educational Syllabus) --- Urdu Zubaan (Sargodha) 4(4): 9-11 1969 (U).

Our syllabus is static and the same things are now being taught that found part of the syllabus twenty or thirty years back. The syllabus of Urdu literature includes prose and poetry only upto 1937. Since 1937, according to our educators, no literature of any sort has been produced which could be considered of any worth.

Our students are totally ignorant of the modern world of literature. This is an unhealthy attitude. Urdu is a living language and not a thing of past. It is suggested that the syllabus of Urdu poetry and prose should be revised and the whole course should be divided into three parts. The third part should cover exclusively modern literature. The trends in modern poetry and the latest intellectual movements in literary criticism are a must for a student of literature. In higher degree classes contemporary literature should have much more broader bases.

18. KHATUN, Sharifa. A Look at the Diversified Elective Course Offerings in the Selected High Schools of East Pakistan --- Teacher's World (Dacca) 7(2): 46-47. 1969.

A research study was conducted by the writer in 1967 to investigate the nature and extent of diversified elective courses in a sample of secondary schools in East Pakistan. This paper briefly reports a part of the study. The aspects treated are: 1) Diversified elective course offerings in classes IX and X of the participating schools. 2) Distribution of students in each elective group. 3) Distribution of teachers in each elective group and level of preparation of

teachers. The conclusions arrived at are: (a) The majority of schools offered a limited number of subjects, which were mainly academic rather than technical and vocational in nature. (b) The students of classes IX and X were not inclined to select technical and vocational subjects even in schools where such electives were offered. (c) There was disproportion in concentration of students in Humanities. (d) There was shortage of specialized trained teachers to teach elective groups in the Secondary stage. The writer lists a number of suggestions to improve the situation.

DEVELOPMENT OF EDUCATION

19. ALAM, A.H.M. Mahbubul. The Economics of Educational Expansion in Pakistan --- Concept (Dacca) V(9): 17-20 April, 1969.

The article highlights the inter-relationship between educational expansion and economic development. Education assumes a critical role in economic development because educational output becomes the fundamental inputs of the economic system. In an advancing technology there is an intense demand for skilled manpower to meterialize the objectives of economic planning. The demand is particularly intense in a low-income developing country like Pakistan because of higher illiteracy in population and faster growth of school age population. The extent and nature of economic growth are largely determined by the number and character of the available manpower, and their attitudes, skills and capacities. Only an education system that is geared to the needs of the country's development can supply adequate number of skilled workers, engineers, technicians, physicians, managers and other specialists. However, both technical education and general education have been treated as supplementary to each other. Studies carried out in different countries on the economic aspect of education justify paying more attention to education than physical capital formation. The writer takes stock of the situation in Pakistan and finds the field of education very much neglected by the planning experts. Hence the failure to produce enough skilled persons, the unemployment problem and the drainage of valuable foreign exchange for the import of foreign experts. The writer stresses the need of development-orientated educational system for the country, designed to achieve an equilibrium between demand for and supply of skilled labor. Education needs to be treated as an

investment and hence, education as consumption (general education) should be reduced to the minimum. Relationship between primary, secondary and higher education should be fixed -- primary stage to accomplish literacy task, secondary level to produce semi-skilled and technical labor force, and higher level to prepare the higher technical, university, and professional training. The gist of the educational strategy of the writer is: To achieve universal primary education within the perspective plan period, to make diversity and choice as the keynote of the secondary curriculum, to raise the quality of education, and to expand science education at the higher levels.

20. ALI, Mian Sarfaraz. Zila Sahiwal Aur Ta'aleemi Taraqqi (District Sahiwal and Education Development) --- Farda (Sahiwal) 1(15): 25-29. 1969 (U).

This is a brief statistical report of the educational progress in the Sahiwal district of West Pakistan. At present the literacy percentage in the district is about 10. Although this small percentage is not very encouraging, yet some ten years back the situation was quite dismal. Comparatively quite a substantial progress has been achieved in past ten years. The general rate of educational progress throughout this period remained steady except in 1965 and 1966 which were the years of war and its repurcussions.

In ten years educational progress has almost doubled. The relevant yearly data of educational progress is given along with a brief report of the efforts of the government and non-government sections. Some mention has also been made of the change introduced in the contents of the education matter.

21. Planning Commission. Education and Training --- In: The Third Five Year Plan 55-62. Karachi, Department of Films and Publications. 1968.

The Third Plan recognizes the concept of education as a vital national investment. Basic objectives of the education under the plan are: to provide a system which would facilitate transition into an era of science and technology; to promote political, social and economic development; and to bring the country's spiritual and cultural heritage into harmony with the contemporary world.

Progress in the field of education during the 2nd plan is briefly mentioned and the strategy for the 3rd plan is explained. It is followed by a description of the salient features of various educational programs under the 3rd plan covering the entire education scheme. In the end two tables are given which show the relative priorities assigned to various levels of education in the first, second and third plans and physical targets of the 3rd five year plan.

22. Report: Pakistane Shikkha (Education in Pakistan) --- Dainik Pakistan (Dacca) June 21,22,24,25,27, 1969 (Printed in five instalments) (B).

This is a survey of the educational reforms and growth which followed the creation of Pakistan, especially highlighting the development during 1958-68. In November 1947 the first conference on education was convened where Quaid-e-Azam himself strongly emphasized the importance of education in Pakistan. This Conference made a number of far-reaching recommendations. In view of these recommendations, a Council of Technical Education and a Committee of Commerce education were set up in 1948 and 1949 respectively. With the passage of time the demand for more schools, and colleges increased. The number of schools, colleges and universities was very small at the time of independence. Although many schools, colleges and universities were opened, their number could not keep pace with the swelling population of students. The situation gave rise to a host of educational problems. Another important reform was attempted when a Commission on National Education was set up in December 1958. The Commission in its recommendations emphasized the need for engineering, technical and scientific education. The Commission also laid greater emphasis on primary and secondary education.

The impact of these recommendations resulted in the expansion of facilities for technical education. In comparison to 1958, when there were only four engineering colleges in the country, there are now two Engineering Universities with facilities for M.Sc. degrees in Civil, Electrical, and Mechanical Engineering. Three more new Engineering Colleges have been established in Hyderabad, Rajshahi and Karachi. Chittagong will also have a new Engineering College this academic year. There are at the moment 1150 students enrolled in the two universities and five engineering colleges as against 338 students in 1958.

The field of higher education also registered expansion. The number of colleges in the country in 1958 was only 178 as against 360 in 1968. Similarly, the number of students rose from 99,000 to 280,000 during this period. The number of universities also increased from six to twelve (including two Engineering and two Agricultural universities.).

The facilities of vocational training also increased. At present there are nearly twenty-four Polytechnique Institutes in the country where training in twenty different subjects is given to the students. The facilities of special training are also provided in the Chittagong Marine Academy and the Dacca Institute of Graphic Arts.

After 1958, courses in science, technology, agriculture and trade were introduced in the secondary schools. The number of secondary schools in East Pakistan rose from 5,852 in 1958 to 8,493 in 1968. The number of trained teachers both in primary and secondary stages is also increasing. The number of trained teachers in primary stage till 1958 was 7,700 and in 1968 this number rose to 16,400. Similarly, the number of trained teachers in secondary stage till 1958 was only 1,452, and in 1968 it up was 4,050.

To give more incentive to higher education, particularly for poor but merited students, a scheme for stipends and scholarships was introduced. During 1967-68, more than 41 thousand students were awarded stipends. From 1958 to 1968, nearly 125 million rupees have been spent on scholarships.

During the last ten years there has been significant expansion in the field of women's education. Many new schools and colleges for women have been opened. The ratio of female students has increased more than that of the male students in recent years. The number of women in different academic and professional fields is steadily increasing.

EDUCATION GOALS

23. AHMED, Ikhlaas. Nizaam-e-Ta'aleem Aur Nazaryia Pakistan (The System of Education and the Concept of Pakistan) --- Hurryiat (Karachi) May 7, 1969 (U).

Pakistan was created not on the basis of geographical, linguistic or racial affinity, but in the name of Islam.

The safeguard of Islam and Islamic values is therefore, our first and foremost duty, and this we can achieve only through education. Unfortunately, the system of education we are following is the same old system introduced by our English masters to perpetuate their rule. They wanted clerks and people to run the government machinery. Do we still require the same stuff from our schools and colleges?

The shortcomings of the present educational set-up are recounted in detail, and its failure to achieve the real objectives of Pakistan is emphasized. We do not want this education. The product of our education system should be people well conversant with our religion both in form and spirit. From primary to higher education this is our sole aim and this is the base on which our country exists.

24. ANIS, Taufiqul Haider. Proper Education --- Morning News (Dacca) May 24, 1969.

The foremost function of any government is to increase the literacy percentage in the country. This can be achieved only by providing proper education to the student community. If the students are provided with proper education, which includes all facilities that a student should receive, they would have no cause to protest against the government.

25. KARIM, (Soja) Muhammad Rezaul. Amadera Shikkha-o-Ihara Adarshik Punargathana (Our Education and Its Ideological Reconstruction) --- Masik Mohammadi (Dacca) XXXIX (18): 1231-1233. March-April 1969 (B).

The writer describes the present educational system in Pakistan and pleads for the ideological reconstruction of the educational setup in the country. Pakistan is an ideological state and her future generations need to be educated on ideological basis. The present educational system in Pakistan cannot guide the future generations. It was originally adopted for producing clerks, and has now outgrown its use. The writer suggests a thorough overhaul of the educational system and its reconstruction on an ideological basis and in keeping with the demands of modern science and technology.

26. RAHMAN, Fazlur. Ideology and Education --- The Concept (Dacca) V(5): 13-14 and 53-54. December 1968 (Received in April).

The writer feels that Pakistan, as an ideological state, has

to meet the challenge of both communism and capitalism. This can be done by adopting a positive ideology, In other words, the Educational system in Pakistan should be inspired by Islamic ideology and Islamic values of universal brotherhood, justice and tolerance. Education has to play a dynamic and creative role in the reconstruction of our social order. There are certain impediments in the way. These are: 1) The legacy of the foreign colonial educational system; 2) dominance of alien influence in the text-books, language, and juvenile literature; and 3) multiplicity of languages. In overcoming these, the first task is a complete revision of the existing curricula and syllabi.

EDUCATION PLANNING

27. CHOWDHURY, A.H. Economic Development and Educational Planning --- Teacher's World (Dacca) 7(1): 5-23. 1968.

The article discusses briefly some of the implications of the link between education and economic development with special reference to East Pakistan. The issue raised is whether the present educational complex in Pakistan provides for the increased educational needs of a complex labor force required by a fast developing economy. The study indicates that the magnitude of education in East Pakistan varies from West Pakistan. To equalize the opportunities for education between East Pakistan and the rest of the country some conscious effort other than budgetary approach is called for. Unless the factors peculiar to East Pakistan are taken into account, the introduction of universal primary education in the province is not possible. Secondary education should be geared to produce sub-professional people and increasing effort should be made to give it a technical orientation.

28. RAHMAN, R.Wajihur. Education in National Planning --- Morning News (Dacca) May 24, 1969.

The recently published outline of the present government's educational policy has realistically recognized some fundamental needs and weaknesses in our economic planning as it relates to the education sector. These are: 1) It is necessary to make determined and all-out efforts to pool national resources to achieve optimum results in the field of education, and this

will necessitate adjustments and alterations in the traditional manner of allocation of funds and refixation of our development priorities. 2) In the past the implementation of the recommendations of various commissions and committees had been impeded by meagre and disproportionate allocations for the education sector. This situation was aggravated by the inherent limitations of the national economy. 3) It is universally accepted today that investment in education leads to higher productivity in all sectors. Development of the human capital and human resources plays an extremely important role in the economic life of the country.

It is evident that education in Pakistan is passing through a crucial phase, and the educational policy of the government will probably produce basic structural changes. All educational deficiencies of Pakistan boil down to one fundamental question: what is the place of education in our economic planning? Although the process of planned economic development began in the country soon after independence, it was not until work started on the First Five YearPlan (1955-60) that educational development was viewed comprehensively in the framework of overall national progress and economic advancement. Our resources are indeed limited. Many national needs like self-sufficiency in food, defence, a favourable balance of payments situation, etc., have to be met. However, if the function of education is considered economically productive and important, it must be given its due share of the country's resources. We have had enough of politics and principles over the last 21 years. Now there must be action based on imagination, farsightedness and the supreme sovereignty of the people. This is the central problem of education in Pakistan.

29. SCHWEDING, Robert W. Priority Needs in Education in Pakistan --- Teacher's World (Dacca) 7(3): 3-16. 1969.

The writer surveys the educational situation in Pakistan and discusses six needs which should receive priority in educational planning for the country. These are as follows: (1) In the light of the present realities, the goals for universal primary education by 1975 and universal class VIII education by 1985 should be carefully re-examined. (2) A full literacy and adult education program should be developed. (3) Steps must be taken to increase the number and quality of persons entering the teaching profession, and to improve the salaries and service conditions of teachers. (4) Means should be

devised to meet the demand for text-books and other teaching materials and, where possible, to apply to educational goals the techniques of the newer audio-visual media, particularly programmed instructional materials. (5) The government should exercise direct control over education, rigidly applying sanctions against those institutions that do not measure up, and providing continuing effective guidance for all schools through a much improved inspection and supervision service. (6) The educational system and structure should be thoroughly revised and reorganized to conform to national goals and development needs.

30. SIDDIQI, M.Raziuddin. The Reorganization of Education in Pakistan --- Contemporary Affairs (Rawalpindi) 1(1): 19-25. Spring 1969.

The drawbacks of the educational system inherited by the country were inferior quality of teaching, overcrowding, influx of institutions, lack of facilities for teachers, etc. The Commission on National Education was the first attempt toward the reorganization of education. The paper gives an account of the implementation of reforms in accordance with the recommendations of the Commission. The Commission introduced the concept that education was an investment in human resources. The curricula and syllabi of primary, secondary and higher education were revised. The curriculum for primary level has been changed to include materials that would create interest in the young people for the welfare of their country and broaden their outlook. In secondary education, diversification of courses and subjects has been provided with emphasis on producing skilled manpower for the country. With a view to giving a technical bias to the educational system, a large number of technical schools, polytechnic and engineering colleges have been set up through out the country.

Religious education has been made compulsory in the primary and secondary schools. Emphasis has also been given on the production of scholars of high caliber in Islamic studies by the universities.

EDUCATION REFORMS

40. HALIM, M.A. Re-Thinking on Education --- Enterprise (Karachi) XVII(17). March-April 1969.

Education is the key to the development of a country. The

writer points out a number of drawbacks in the education system of the country which tend to inhibit national growth. They are: 1) absence of free and compulsory primary education; 2) inability of the poor masses to get education because of poverty; 3) burden of too many subjects and languages on the students; 4) lack of guidance programs for students; 5) poor teacher-students ratio; and 6) low economic and social status of teachers. The writer suggests that only capable, efficient and sincere people should be admitted to the teaching profession, and their salaries should be attractive. A program for free and compulsory primary education should be launched.

41. Naya Shikkhanitir Rooprekhs (The Image of New Educational Policy) --- Paigham (Editorial) (Dacca). April 29, 1969 (B).

Education in Pakistan has manifold problems: medium of instruction, system of examination, textbooks, the dearth of good schools, etc. These problems need careful examination and an early solution to the entire satisfaction of both the students and the teachers. The editorial suggests that primary education should be made compulsory and free by law for every child. Education at the secondary stage is the backbone of a national system of education. It equips students for higher education, skilled manpower and immediate employment. The duration of secondary education should be five years (13-18). Of these, the first two years (13-15) should be devoted to general education as an observation period for the assessment of the students' ability, aptitude and special interests. After completion of these two years the students will take the diversified courses of three main groups -- Academic, Technical and Vocational -- according to their needs, ability and aptitude. Higher education should consist of specialization in different academic fields, and technical and vocational professions.

42. New Education Policy --- Pakistan Observer (Editorial) (Dacca) April 29, 1969.

This is an editorial comment welcoming the outline of the new educational policy announced by the government.

The system of education should admittedly have a national bias. This purpose will be served better if the curricula for the primary and secondary stages are prepared accordingly. At the higher level of education the guiding principle should, however,

be learning for learning's sake. There the pursuit of knowledge and truth has to follow a course of free and uninhibited inquiry which must transcend other considerations and limitations. The outline of the policy recognizes the pivotal role of teachers in the academic life of the community and the necessity of guaranteeing security of their service and other conditions and providing them with adequate emoluments and other facilities so that they may earnestly devote themselves to the cause of education.

Although investment in education for the development of human resources is essential for the intellectual and economic development of the country, the allocation for education is still ridiculously meager. The inadequacy of funds for this vital sector is reflected in the present literacy rate of 20 per cent and the present enrolment rate at the primary level of not more than 45 per cent. With more than 80 per cent of the population remaining illiterate, the pace of our development is naturally appallingly slow. It is gratifying that the present Administration feels concerned and promises to make a determined effort to achieve free universal primary education and also to provide facilities for education up to the highest level which is a right of every citizen of the country.

43. Noya Shikkhanitir Khoshra (The Draft of New Educational Policy) --- Dainik Pakistan (Editorial) (Dacca) April 29, 1969 (B).

This is an editorial comment welcoming the draft of a new educational policy announced by the government. The new government has realistically analyzed the causes of unrest among students and has arrived at the sound conclusion that the problems of students can be resolved only with the help of a new educational policy. By declaring that the student community will be given all possible facilities and that the economic condition of the teachers will be improved, the government has come out to meet the basic demands of both the students and the teachers.

44. Sarkarer Noya Shikkhaniti (The New Educational Policy of the Government) --- Azad (Editorial) (Dacca) April 30, 1969 (B).

The guidelines of the new educational policy announced by the government have been commended. The country needs a realistic

educational policy. Education thus far has not been given the attention it deserves. The policies formulated during the last twenty years have been unsound and the money allocations for the educational sector have been extremely inadequate. As a result, the plans formulated by the former governments and the budgetary allocations made by them failed to produce tangible results. The rural areas of the country, where eighty-five per cent of our population lives, remained totally neglected. Even in urban areas education could never become effective. The number of students continued to multiply each year but the increase in the number of government schools was negligable. The number of private schools registered a significant increase, but they merely served to commercialize education. The new policy is meant to deal with the multiplicity of problems confronting students, teachers and educational institutions. The basic framework of the policy devised is impressive and sound, and it is hoped that it will help create congenial and healthy atmosphere in the educational institutions.

45. Shikkha Boibostha Poriborraner Uddog (Preparation to Change the Present System of Education) --- Dainik Pakistan (Editorial)(Dacca) May 13, 1969 (B).

The editorial note welcomes the new government's determination to give special emphasis on technical education, increased salary for government and private teachers, reorganization of primary education and the change in the administration. The setback in education can be ascribed to two things: lack of funds and the absence of scientific outlook. The following suggestions have been made: 1) The practical side of education should be emphasized; 2) More money should be allocated to meet the demand for skilled manpower; 3) Education should be closely related to everyday life; and 4) Immediate arrangements should be made for instruction in mother tongue.

ELEMENTARY SECONDARY EDUCATION

46. ALI, M. Azhar. Development of Primary Education --- Pakistan Observer (Dacca) April 23, 1969.

This is a brief year-by-year survey of the development of primary education from 1958 to 1965. The year 1958-59 was marked with no major change in the sphere of primary education.

The Model Primary Scheme in operation in the rural areas registered no further improvement. The salary of teachers, the curriculum, and the wastage in the first two grades in the primary schools remained unchanged. The ratio between the teacher and the taught did not undergo any improvement. The year 1959-60 witnessed the termination of the First Five Year Plan (1955-60). The number of schools decreased but the number of pupils went up. The supply of trained teachers somewhat increased. The Model Primary Scheme was in continuation. The period 1960-61, the first year of the Second Five Year Plan witnessed little change in the sphere of organization and administration of primary schools as recorded in the Education Report of the Year. The number of pupils and schools increased; the supply of trained teachers became higher and the amount of direct expenditure increased to a considerable extent. The Model Primary Scheme was in operation without any noticeable improvement. The curriculum continued without any change. But the period witnessed the introduction of the Talent Scheme of Scholarship. According to the Government Report for the year 1961-62, no changes in the organization and administration were ascertained. The number of teachers, both trained and untrained, the number of schools and pupils, and the amount of direct expenditure increased considerably. According to the Government Report, the year 1963-64 ended without any change in the sphere of overall administration and management. But the period showed marked increase in the number of schools and pupils, the supply of trained teachers and the amount of direct expenditure. According to the Report on the Second Five Year Plan, the period 1964-65 witnessed no marked improvement so far as scholarship, examination, curriculum, building and equipment were concerned. But the number of pupils and the supply of trained teachers along with the amount of direct expenditure increased to some extent.

47. ALI, M. Azhar. Development of Primary Education --- Pakistan Observer (Dacca) April 16, 1969.

'Progress of Primary Education in East Pakistan from 1947 to 1969' traces the development of primary education in East Pakistan during the last twenty-two years. The factors highlighted in the report are: 1) Organization and administration; 2) Schools and pupils; 3) Expenditure; 4) Staff, salaries and minimum qualifications of teachers; 5) Examinations and scholarships; 6) Curriculum; and 7) Buildings and equipments.

Until 1952, the course of studies for primary schools extended over four years from class I to class IV. Another year was added in January 1952. Control of management was divided between the government and the local bodies. Fluctuations were registered in the number of pupils, the number of schools and the total cost incurred during the period 1947-1952. The salaries of teachers were low. The monthly salary of a teacher varied from Rs.45/- to Rs.15/50. The teaching staff consisted of persons whose educational qualifications would range from matriculation plus training to eight years schooling. The curriculum, which mainly emphasized the theoretical aspects of education, did not meet the needs of learners. Another important development at the primary stage was the introduction of a new type of examination for awarding scholarships to the pupils with outstanding merit. Primary schools under government control were a bit better than those under the local bodies including the district boards, the local boards and the municipalities. The overall conditions of primary school buildings were far from satisfactory. The number of trained teachers was very insignificant. The ratio between the teachers and the students varied from 1:25 to 1:45 in different schools.

48. Education and Reality --- Pakistan Observer (Editorial) (Dacca) May 15, 1969.

Primary education acts as the basis for the building or rebuilding of a nation. Despite the increased attention and allocation of funds to education over the last two decades, there are only 66,000 primary schools throughout East Pakistan for 840,000 school-going children. The remaining number of about 14 million children have no schools to go to. With dropouts at the successive stages, the eventual number of educated people available for helping to reconstruct the country bears a poor ratio to the imposing 'primary' figure or to the total population of the country. However impressive our plans to reform our system of education are, and whatever the bias we are contemplating to introduce in our educational program, the desired results could come only from a system of primary education adequate in quantity and efficient in quality.

49. Pabna Municipal Primary Education --- Pakistan Observer (Dacca) June 18, 1969.

Primary schools run by Pabna Municipality are plagued with

multiple problems. No sincere and genuine efforts have been made so far to solve them. Thus primary education in this important northern town has suffered a great set-back. The number of primary schools run by the municipality is far below the number of schools actually required. For a population of more than 50,000 there are only five schools, that is, only one school for 10,000 people. Again, this municipality spends Rs.1.14 per head on education per annum. Facilities for basic education are denied to more than 4000 children. Only 29 teachers are engaged in dispensing knowledge to more than 1,675 students.

The factors responsible for the slow progress of primary education are:lack of space, shortage of teachers coupled with their unattractive conditions, and the unsanitary conditions of the schools.

50. Resources for Short of Requirement for Compulsory Primary Education --- Pakistan Observer (Dacca) May 28, 1969.

According to 1961 census only 13.7 per cent people are educated upto primary level, 4.5 per cent are well educated, 3.3 are home educated and the rest, that is 78.50 per cent, go without even elementary education. Plans were made to introduce Compulsory Primary Education throughout East Pakistan by 1975. It is estimated that by then about 95 per cent of the school-going children would receive primary education, and the number of trained teachers would be two hundred and sixty thousand. But our achievements during the last few years are far below the target. It was not possible to bring 95 per cent of the children within the purview of the Compulsory Education Scheme introduced by the Government in the province. Nor could the target of trained teachers be achieved. By the end of the fourth year of the Third Five Year Plan we may be able to achieve 45 per cent of the plan target. The factors responsible for the slow growth and development of primary education in East Pakistan have been: 1) Faulty planning, and 2) inadequate allocation of money.

51. Shikkha Khetre Ekti Gurutor Shomasya (An Important Problem in the Field of Education --- Azad (Editorial) (Dacca). June 12, 1969 (B).

Of all stages of education, the primary stage is the most important. Unfortunately, primary education is the most

neglected stage in our country. The standard of teaching at this level is steadily deteriorating. Class-rooms are overcrowded, and a hundred students huddled in a room is not an uncommon sight. It is not possible for a teacher to come closer to his students and give them individual attention. This naturally affects the quality of instruction. The editorial urges that steps should be taken to check overcrowding in primary schools.

EXAMINATIONS

52. AFZAL, M.M. Examination System --- The Punjab Educational Journal (Lahore) LXIV (5,7): 17-25 and 3-23. 1968 and 1969.

The exaination system in the country is under constant fire these days. However, mere criticism will not lead us anywhere. We should look into the examination systems of advanced countries with a view to gainfully emplying them in our country.

With this end the writer critically examines in detail the examination systems in Great Britain, U.S.A., U.S.S.R., France, and West Germany. The study is made in the historical perspective of the respective systems. The examination system in Great Britain has been analyzed in greater detail, since our own system very much resembles it. In conclusion the writer presents a number of points emerging from the comparative study of these examination systems. It is pointed out that some of these points have already been dealt with in the recent report on the examination system presented by the education secretary.

53. ALAM, M.S. Reforms in the Examination System --- Pakistan Observer (Dacca) April 10, 1969.

The writer discusses the difficulties in adopting the objective type of tests in our examinations. Objective-type examination is likely to involve greater expenditure. There is also the danger that answer books may be mislaid or pilfered as it would be difficult to handle large numbers of answer books gathered from innumberable examination centers both in towns and the rural areas. The technical aspect of objective tests may also make it difficult for the average teacher to prepare students for such examinations.

54. ALI, M. Basharat. Crisis in Examinations --- Teacher's World (Dacca) 7(1): 33-41. 1968.

Crisis in examinations cannot be viewed as a crisis different from that in education. Any examination is a reflection of education and of its meaning and purpose. It is supplementary to education, not contradictory to it. To overcome the crisis in examinations, many of the weaknesses in education must be overcome first. There is a very marked deterioration in the academic achievement of our students. Academic atmosphere conducive to teaching and learning must prevail within the educational institutions. The archaic examination system encourages students to remain lazy over a long period of time. It does not promote habits of sustained effort and study. The writer analyzes the different factors responsible for the failure of the examination system in correctly assessing the achievements of students and suggests that a better and quicker system of examination should be devised.

55. S.S.C. Examination --- Pakistan Observer (Editorial) (Dacca) May 19, 1969.

The editorial criticizes the question papers for the S.S.C. examination prepared with little relevance to the courses of studies. Setting papers for any public examination is a delicate and difficult job. It has been made more so by the new experiments and methods that aim at improving on the old system of examination, and insuring better assessment of the merits of students by simplifying the conventional methods. Obviously, the paper-setters have not cared to get out of the rut. While the administrative responsibility for such anomalies is of the Board of Intermediate and Secondary Education, the functional responsibility devolves on the paper-setters. Proper inquiry and action could be the only deterrent against such a recurrent ill.

HIGHER EDUCATION

56. ALI, M.K. Selective Admission of Students to University Courses --- Teacher's World (Dacca) 7(2): 3-14. 1969.

Every session the University of Dacca admits a number of students to various Honours Schools in the Faculties of Art

and Science. Admission of such students has always been regulated by certain procedures in order to ensure quality .. selection. The present paper is a statistical study, qualitatively and quantitatively, of the admission of students to the Ist year undergraduate classes of the University of Dacca during the four successive sessions beginning from 1964-65. The statistical record reveals: 1) There has been an overall increase of 44.97 per cent in enrolment in the session 1967-68, as compared with 1964-65 session. 2) When the SSC and HSC results are considered together, qualitative background of students in 1967-68 does not indicate any appreciable improvement except that poorest quality students have been fewer than in the previous session. 3) Results of the qualifying examination for admission (1967-68), when considered separately, show: (a) such number of students as poor achievers in HSC (Science group) but admitted to various courses in the Faculty of Science has gradually decreased during the last four sessions; and (b) admission of better qualified students has not been as large in the Faculty of Arts as it has been in the Faculty of Science, although overall quality in the former Faculty has improved in the session 1967-68.

57. More Thoughts on University Autonomy --- Pakistan Observer (Dacca) May 12, 1969.

The writer favours the suggestion that each department of university should have a chairman instead of a 'head of the department' at the top. The nature of the work of a 'head of the department' is bureaucratic at present and the bureaucrat has a nasty tendency to swallow up the teacher and the scholar in him. That being the case, there is surely some virtue in distributing the incidence of these hazards. His immunity too makes him an easy prey to sloth, indifference and dishonesty in academic and other matters. A Chairman appointed on the rotative principle would look at his office as a necessary duty at which he was taking a turn, have less temptation to develop a vested interest in it, and find it less easy to forget that he was first and foremost a teacher and a scholar.

58. SIDDIQUE, Kaukab. Selection of University Courses --- Dawn (Karachi) June 5, 1969.

It is often difficult to understand the motive of our educators in the selection of courses which have a cultural

content. It seems our universities like to transmit a materialist anti-Islamic culture to our coming generations. A number of instances have been quoted where such thinking works.

Majority of the Western writers whose works have been included in the courses are those who think that civilization has always been limited to Europe. It is suggested that selections should been made from those Western writers who are converted to Islam like Pickthal, Mohammed Asad, Maryam Jameelah, etc. There are also Pakistani, Indian and African writers who have written well in English and their writings can be utilized for this purpose.

59. Thoughts on University Autonomy --- Pakistan Observer (Dacca) May 4, 1969.

All university teachers are agreed that the present University Ordinances need to be so liberalized as to give universities a greater measure of autonomy in the conduct of their affairs. Some of the suggestions put forward in this connection seem to overlook the necessity of reconciling the demand for greater freedom with the need for stability. The writer comments on a number of such suggestions: a) The demand that the Chancellor should be a person other than the governor of the province appears unrealistic in the present context, because the universities are wholly dependent on government grants. The head of the province in his dual capacity as governor and chancellor can serve as a link between the government and universities on the one hand and between the universities themselves on the other. b) A Grants Commission is a necessity, and education being a provincial subject, the Commissions should be on provincial bases with a coordinating committee at the Center. The funcations of this Committee would be to determine the manner in which Central funds are to be collected. c) It is doubtful whether in the present atmosphere in the country with sharp cleavages in every sector of life, the appointment of the Vice-Chancellor can be safely left to the Syndicate. The best alternative is to give the Chancellor the power of appointing the Vice Chancellor in consultation with the Syndicate. d) The membership of the Syndicate should not exceed fifteen persons and the majority of the members should be chosen from among the teachers. But the suggestion that each category of teachers, professors, senior teachers, readers and lecturers should be separately represented on this body would be impracticable.

HISTORY OF EDUCATION

60. HAQ, Zia-ul. Dacca Bisvabidyalaya Pratisthara Itihas (history of the Establishment of the Dacca University) --- Purbadesh (Dacca XIII (43): 7 & 10, June 22, 1969 (B).

The establishment of the University of Dacca by the British Government was a measure to meet partially the demands and aspirations of the Muslims of East Bengal after the annulment of the Bengal Partition in 1912. A Muslim delegation headed by Nawab Sir Salimullah met the Viceroy Lord Harding in January 1912. The outcome of the meeting was that the Viceroy agreed to establish a University in Dacca exclusively for the Bengali Muslims. A committee was appointed under the Chairmanship of Robert Nainy to plan the university and the report was submitted in 1913. But the execution of the plan was postponed because of the outbreak of the First World War. However, in 1917 the Imperial Legislative Council passed a bill to expedite the establishment of the University of Dacca, and in 1921 classes were started in the University. The campus comprised the old Dacca College Building, the Curzon Hall, and the Old Secretariat Building. As a result of the Hindu opposition to this measure, the university was made a residential institution and its jurisdiction was restricted only to the Dacca city. The old Dacca Law College Library and the Dacca College Library were merged to form the Dacca University Library, with Mr. F.H. Turner as its first librarian. The first Vice-Chancellor of the University was Mr. P.J. Hurtoog. There were only two hostels, the Dacca Hall and the Museum Hall. Later on, the Jagannath Hall that was established for the Students of Jagannath College, was given to the University for the exclusive accommodation of the Hindu students. The article gives other details such as the first professors, lectures, the number and proportion of the Hindu and the Muslim teachers, the number and proportion of the Hindu and the Muslim Students, and the research activities of the departments.

61. SIDDIQUI, Ali Ausat. Rasoolullah Ke Zamane Ka Ta'aleemi Nizaam (The Education System in the Period of Prophet) --- Fikro Khyial (Karachi) 7(4,5): 26-29 1969 (U).

Prophet Mohammed revolutionized the Arab world. Before his advent.it was darkness everywhere. The Arabs were the most

backward of all nations. He educated them and made them a new nation. In Arabia reading and writing was considered as a disgrace for the people of noble descent. They were proud of their memory, and writing down was considered as mental weakness. Long passages, poems, sayings, and everything worth remembering was stored in memory. When God selected Mohammed as his Prophet, there were only seventeen people who knew reading and writing in the entire tribe of Quraish.

Prophet Mohammed, in the beginning, could not give much attention to education. But after migration to Medina he made serious efforts to educate the people. In the battle of Badr the ransom for each educated prisoner was prescribed as the teaching of 10 Muslim children. The Prophet himself acted as teacher and the Masjide Nabvi was the main campus for religious teachings. In the school of Suffa regular education was available for people. The teaching of foreign languages was encouraged by the Prophet himself.

ISLAMIC EDUCATION

62. AKHTAR, Saeed. Islami Musashre Mein Ta'aleemi Sifarishaat (Educational Recommendations for Islamic Society) --- Fikro Khyial (Karachi) 7(6): 13-14. 1969 (U).

Man is the vicegerent of God on earth, and to establish God's supremacy on earth man has to follow His orders. In Islamic society education leads a man on the path of God. The purpose of education in Islam is to create conscientious citizens, to build up national unity, and to promote Islamic attitudes and social harmony. These are the basic considerations in Islamic education and a healthy society cannot emerge without them. Even the advanced countries of Europe and America are following these principles in one form or another.

The writer briefly discusses these principles separately.

LANGUAGE, TEACHING OF

63. ABDULLAH, Syed. Qaumi Zubanon Ka Sawal Aaj Bhi Maujood Hai (The Status of National Languages is Still a Question Today) ---

Jang (Karachi) June 9, 1969 (U).

Even after the lapse of 22 years the status of national languages is still an undecided question. All this time the advocates of English language made every effort to thwart all the attempts at providing rightful place to the national languages. In all the cities of our country public schools, with English as medium of instructions, were opened and public money was spent on such schools. With English these schools also popularized the alien culture. It is a strange fact that only in Pakistan the medium of instruction is a foreign language. If the English language is as indispensable as our educators think, it may be asked why other countries do not follow this principle. Apart from the question of national dignity, the use of a foreign language as medium of instruction is most unscientific from the learning point of view.

Moreover, Pakistan is an ideological state and education in a foreign language, which has no touch with our moral and cultural values, will lead us away from our cherished goals. Numerous charges have been leveled against the national languages, but all these charges are baseless. Education will never be hampered if imparted in our own national languages.

64. AHMED, Manzoor. The Lure of the English Medium --- Teacher's World (Dacca) 7(3): 41-44. 1969.

In view of the accepted premise that language can determine the child's perception of "Social reality," a headmistress in Dacca who operates a Bengali-medium girls' high school with an attached English-medium KG primary section, was questioned about the educational soundness of subjecting children to a foreign language at the kindergarten level. She defended by emphasizing that she was only catering to the demand of the parents, and that the school would undergo considerable financial loss if the medium of instruction is switched over from English to Bengali. In order to verify the contention a questionnaire was sent to the parents of the students in the English section of the school. The findings, on the basis of 157 returned questionnairs, indicate: 1) There is an ambivalence or at least a zone of indifference among the parents with respect to the medium of instruction. 2) The parents who sent their children to the English school

constituted a preponderant ratio of educated, upper middle class, influential segment of our society.

The writer's general impression is that if the school were to shift from the English medium, at the same time making adequate provision for the teaching of English as a second language and guarding against the lowering of standards, it would not face any substantial loss of revenue or a determined protest from the parents.

65. AHMED, Sh. Nazir. Deterioration of Standard in English --- The Punjab Educational Journal (Lahore) LXIV (7): 29-49. 1969.

Two major factors are responsible for the fall in the standard of learning of the English language in Pakistan. The first factor is the inherent difficulties of the language itself. These difficulties are a stumbling block not only for foreign students but also for the native students in the learning process. The educators are seriously considering how to improve the structure of the language in order to simplify the process of learning. The second major factor is the social status of English language. It has considerably waned and its cultural value, though not explicitly denied, is certainly resented by a sizable section of the people. In these circumstances it is difficult to say what its future will be or whether it has any future at all.

In the conclusion it is suggested that we should make this period a great age of translation, so that before English is sent back to its native soil we gain possession of all the secrets of Western science and culture.

LIBRARIES

66. AHMED, Zakiuddin. Development of Medical Libraries and Manpower Needs in Pakistan --- Pakistanl Library Bulletin (Karachi) 1(2,3): 99-108. 1969.

A medical library is a center where medical knowledge and up-to-date information is stored systematically for the use of medical profession. The condition of medical libraries in Pakistan is too poor to be of any help in the promotion of health and medical programs. Unless something is done

in this connection, medical research program is going to suffer.

At present there are about twenty health-related libraries in Pakistan. These libraries represent a variety of specialization, functions, sizes and conditons. The writer discusses in some detail the role of medical libraries and the need for their proper utilization in helping the intending researchers and medical practitioners. In the end there are given the manpower requirements of the medical libraries and a detailed account of the necessary professional training for the librarians and the staff of medical libraries.

67. ALAM, A.K.M. Shamsul. The Book Finder --- Morning News (Dacca) June 10, 1969.

The article highlights the challenging task of planning a book collection. The person who heads a newly established library must recognize his responsibility if he has to spend money wisely and provide the books that will be needed by those who use the service. The result of his judgment will stand on the shelves as a permanent reminder either of his judicial selection or of his haphazard gathering. The founding and maintaining of a collection of books in the pertinent subject fields is certainly one of the most important functions of the library. The selection of books must be done systematically, always keeping in mind the broad purpose and specific interest of the organization.

The Pakistani librarian has to face many problems in this regard. Few bibliographical tools are available. The practical aspect of book finding consists not merely of scanning the review of current publications appearing in the exclusive book reviewing periodicals in the newspapers and in the general library and specialized journals but also of consulting the various professional book selection tools, especially prepared for libraries and the book trade.

68. ALAM, A.K.M. Shamsul. Today's Librarian Faces an Uphil Task --- Pakistan Observer (Dacca) April 23, 1969.

The time has at last come when a librarian may speak of his occupation as a profession. The best librarians are no longer men of merely negative virtues. They are

positive, aggressive characters, standing in the front rank of the educators of their community side by side with the preachers and teachers. Today Librarians are not merely record-keepers. Now the definition of a Librarian goes farther. A Librarian must see to it that his library contains, as far as possible, the best books on the subject, viewing carefully the wants of his special community. He must create in the people a desire to read books. The librarian must teach people how they may themselves select their materials wisely and efficiently after studying their own needs.

69. HAIDER, Syed Jalaluddin. Development of University Libraries and Manpower Needs in Pakistan --- Pakistan Library Bulletin (Karachi) 1(2,3): 26-40. 1969.

The purpose of the paper is to estimate the manpower need for university libraries that may arise from the possible changes likely to take place in higher education and research and their effects on the functions of libraries.

The role of university library in economic, social and cultural development of the country is discussed first. It is followed by a critical analysis of the universities and university libraries in Pakistan and of the extent to which these libraries are successful in achieving their objectives. The development and changes in higher education affecting the efficiency of library services are briefly dealt with.

Manpower needs and the existing facilities for producing the required manpower in the field of libraries are the next subject of discussion. In conclusion, the writer puts forward some suggestions for the improvement of the present condition of libraries and library services in Pakistan. There are two tables at the end showing the required manpower needs of various university libraries in Pakistan.

70. HANEEF, Akhtar. Special Libraries - Present Condition and Future Requirements --- Pakistan Library Bulletin (Karachi) 1(2,3) 91-98. 1969.

A special library is one that is generally concerned with the literature on a particular subject or group of subjects and provides facilities to a particular type of clientele. In this category we may include libraries of colleges and schools teaching specialized or technical subjects; libraries of

scientific, learned and professional societies; and libraries of government departments, and business, industrial, and commercial establishments.

A special library maintains a regular and systematic information service concerning the immediate and foreseeable future interests of the institutions of which it is a part. There appears a list of important functions of a special library. The writer briefly describes the development of special libraries in Pakistan. There are a number of suggestions for improving special libraries, such as special training for the librarians of special libraries. Since special libraries have a great future, the manpower requirements for this sector are also quite big. There is a special mention of the present manpower requirements and of those in the Fourth Plan period.

71. ISLAM, K.M. Saiful. Librarian and Libraries --- Dawn (Karachi) May 17, 1969.

The Inter University Board and the professional organization of librarians are asked to standardize the syllabi for all schools of librarians in the country. Full-fledged departmental status should be accorded to library teaching in all the universities in the country. The existing standard of the department of library science needs expansion both in the stranght of the teaching staff and admission capacities. The pay-scale of the library staff should be at par with the pay-scale of other faculty members.

At present only Dacca and Karachi universities have full-fledged departments of library science. The writer gives some details about these departments and also about the libraries attached to them. The lack of facilities in library science teaching is affecting the educational standard of our librarians.

72. KHAN, (Begum) Raana Liaquat Ali. Libraries: Effective Organ for Educating Adult Masses --- Enterprise (Karachi) XVII (March-April) 7. 1969.

The writer emphasizes the importance of libraries in promoting education for the unschooled adults. According to her view, the library should serve as community center-cum-library-cum-school room. It should be of simple structure and equipped

with "among other things, a radio set, television set, pictures and picture books, maps and charts, books and pamphlets, and as many audio-visual aids as will serve the needs and interests of the people using it." The writer speaks of her experience of the "schools of the Air" in Italy and thinks that such a program of television can be of potential utility for the adults in this country. The centers should have properly equipped mobile vans to carry programs to the outlying areas. To cope with the rising cost, the government through a crash program should seek help from the educational, industrial, social welfare and citizen groups. The larger libraries should contribute by way of guidance, quality, and publication and circulation facilities. Thereby, a quick and major break-through in adult education can be achieved.

73. NAWAZ, Mrs.I.A. College and Departmental Libraries of the Universities - Promise and Prospects --- Pakistan Library Bulletin (Karachi) 1(2,3): 43-55. 1969.

In the academic world of today libaries play a vital role. The scope of operations of the library as an integral part of a college or university is wide and varied. However, the primary functions like selection and acquisition of library materials, clasification and cataloging , and assistance to readers in using library materials remain the same everywhere. The library as an integral part of the academic world earns recognition only if it provides the essentials of the learning process.

What we require is a network of libraries. Fortunately, there is a progressive trend in the promotion of libraries and library services. The writer conducted two surveys of college libraries in West Pakistan and library facilities in the Punjab University. The article includes a brief analysis of these surveys.

It is necessary that the library services should be carefully planned and prepared as a part of the general education development plan of the country. A number of other suggestions are given at the end.

74. QASMI, A.S. Library Education in Pakistan --- Pakistan Library Bulletin (Karachi) 1(2,3): 18-25. 1969.

The importance of libraries is now generally accepted. The developing countries, however, are lagging far behind in this

field. We have not only a limited number of libraries but also few qualified personnel to man them. With the spread of education, libraries will also grow and the need of qualified personnel with them. In spite of these handicaps the pace of development of libraries in Pakistan is satisfactory.

What is needed to accelerate this development is the coordination and standardization of various library courses in different universities and institutions. New courses should be introduced to train the personnel for various jobs in general as well as in specialized libraries. The writer puts forward a number of suggestions for improving the present facilities for post-graduate library education and under-graduate or preliminary education. To facilitate future planning in the field of libraries, a comprehensive survey of libraries in Pakistan is suggested.

75. RAHMAN, A.F.M. Badiur. School Libraries and the Standard of National Education --- Jamia Educational Quarterly (Karachi) 10(1): 30-35. 1969.

The aim of school education is to foster in children the spirit of inquiry, independent thought and the ability to apply knowledge to real-life situations. The classroom lessons, limited to the views and facts in the textbooks, make possible only passive assimilation and do not contribute to the development of the mind making it capable of original thinking. The service provided by a modern well-equipped library to children makes a substantial contribution to their present education and to their lifelong search for knowledge and its discovery in books. The writer critically reviews the inadequate library facilities in Pakistani schools and indicates the need for the immediate improvement of school libraries. School libraries can stimulate reading habits and a quest for knowledge in children. The library in school cannot only assist the teacher in his work but can also make up the shortage of teaching staff to a considerable extent.

76. SABZWARI, G.A. Development of School Libraries and Manpower Needs in Pakistan --- Pakistan Library Bulletin (Karachi) 1(2,3): 56-67. 1969.

The author emphasizes the importance of education and the need for Libraries, especially school libraries. In all

advanced countries great importance is attached to school libraries which are patronized by government. In our country, libraries are not so fortunate and we have a serious shortage of library amenities in our schools.

In all advanced countries school libraries are treated as an integral part of the school paraphernalia and a base for higher educational research. The writer enumerates various purposes of a school library as enunciated by the American Association of School Libraries. The main obstacle to the promotion of libraries is the mental attitude of a majority of school administrators who seem to think that a library is an educational luxury. The true concept of library and its benefits are not clear to our educational authorities. At present there are more than ten thousand schools in Pakistan. All these schools must have libraries with trained librarians. The writer suggests minimum standard for our school libraries and the ways and means to improve their functioning.

77. SIDDIQ, Mohammad. Grahanthagar Biggan-o-Purbo Pakistan (Library Science and East Pakistan) --- Dainik Pakistan (Dacca). June 6, 1969 (B).

It is unfortunate that the students in our schools and colleges do not get an opportunity to read books other than textbooks. The result is that their intellectual horizon does not expand. Most of the schools and colleges in East Pakistan do not have libraries, and if there is one in any institution, its condition is deplorable. These libraries have no trained librarians to handle books and assist the students. In 1962, diploma and degree courses in library science were initiated at the Dacca University. But so far the university has not given this department the status enjoyed by other departments. Even the physical facilities are lacking. The students and the teachers have no room to sit in. They hold their classes either in a public library or in the University Library. No teacher of this department has been sent abroad for higher training. The writer pleads that this department be given the same status as the other departments of the university have.

78. SIDDIQUE, Mohammad. Libraries in East Pakistan --- Morning News (Dacca) June 22, 1969.

According to reported statistics, East Pakistan has 112 and

West Pakistan has 85 units of public libraries. But they cannot be called public libraries in the strict sense, as they are not organized by the State or other local bodies, do not have adequate reference tools and reading facilities, and do not provide free access to books. Likewise, although schools, colleges and universities, whether government or private, are supposed to make provision for libraries, most of the institutions are without any well-planned and well-managed libraries. Almost all college libraries are poorly organized. Limited funds, mostly derived from subscriptions and donations, meagre library budgets, and above all want of trained library personnel, do not allow the introduction of modern library methods and services in college libraries of East Pakistan.

MEDICAL EDUCATION

79. ISLAM, D.N. Higher Medical Education Abroad an Economic Drain --- Pakistan Observer (Dacca) April 27, 1969.

The number of qualified medical personnel to serve as teachers in the country is far short of the requirements. Establishment of Medical Colleges in quick succession has even widened this gap. The situation is worse in basic subjects excluding perhaps pathology.

To overcome the present shortage of medical teachers it is desirable that our system of examinations should mainly aim at the selection of specialists rather than at the exploration of potentials, so that successful graduates could be entrusted with instructional responsibilities in their respective fields.

PHILOSOPHY OF EDUCATION

80. HUSSAIN, Zafar. Herbart Ke Ta'aleemi Nazaryiat (The Educational Ideas of Herbart) --- Fikro Khyial (Karachi) 7(4,5): 9-25. 1969 (U).

In the field of education the name of J.F. Herbart is as well-known as that of Plato, Aristotle, Rousseau or Pestalozi. He is considered the father of modern psychology and the father

of modern science of education. His famous book "General Pedagogy," even after a hundred years, is considered as authoritative on the subject of education.

Herbart's writings are based on his actual experiences as a teacher, and therefore his ideas have practical bearing. His educational contribution can be divided into three periods: During the first period, when he was the professor of philosophy in the university of Gotingen, he wrote a few books. The most important period of his life is the second one, when he occupied the seat of the greatest philosopher Kant in Konigsburg. During this period he wrote a number of important books. The third period begins when he returned to Gottingen university. The writer discusses at length his various theories, and points out how far his ideas influence modern educational thinking.

81. SAAD, Ismail. Falsafae Talim Ki Zarurat (The Necessity for a Philosophy of Education) --- Sanvi Talim (Lahore) 2(3): 7-18. 1968 (U).

This is part II of an article printed under the same title. The first part was published in the March 1968 issue of Sanvi Talim. The writer in this part discusses the limitations of the scientific method and explains the necessity for a philosophical approach. Science is of necessity, analytical and is indifferent to human values. These limitations are made up by philosophy which attempts to bring harmony into scientific knowledge, and is concerned with values in a world of facts. The nature and scope of philosophy have been explained, and its relation to education has been discussed. Philosophy and education are one and the same thing; philosophy is the theoretical aspect of education and education represents the practical side of philosophy. The term 'education' should be understood in two senses, as a means and as an end. In the first sense education represents the process of learning, and in this sense education can profit by commonsense and scientific knowledge. But when we look at education as an end we cannot do without a philosophy.

82. SIDDIQUE, Ali Ausat. Shaikh Saadi Ke Ta'aleemi Nazaryiat (The Educational Ideas of Shaikh Saadi) --- Fikro Khyial (Karachi) 7(6): 5-12. 1969 (U).

Shaikh Saadi is one of the greatest poets of Persian Language and also a famous educationst. Gulistaan and Bostaan, two

of his famous collections, have remained part of school curricula for quite long. But with the new generation of our educated people, who have no smattering in the Persian language, Shaikh Saadi is not a great favourite.

The writer briefly outlines Saadi's life and evaluates his poetry. His educational ideas are expressed in the language of verses. He has not written any particular book or thesis on education. His poetry depicts his educational thinking. When he writes for children he keeps in mind the psychology of children and their interests. In his educational thinking Saadi is greatly influenced by Islam. His verses of educational import are collected under various headings. These verses are explained in detail.

PROFESSIONAL EDUCATION

83. JAMAL, Nasimul. Aslada Banijjo Faculty Shikkhar Maan Unnato Korbe (The Separate Faculty for Commerce will Enhance the Prestige of Teacher) --- Dainik Pakistan (Dacca) June 8 & 15, 1969 (B).

The creation of a separate faculty for commerce is desirable because the demand for highly qualified commerce graduates for private and public organizations is increasing. Although there may be some problems and difficulties in the way of creating a separate faculty for commerce, these are normal for any new program or project and should not be permitted to act as a deterrant.

If a separate faculty is established, the students as well as the teachers will benefit from it. In the case of teachers the benefits will be: 1) increase in salary; 2) other benefits that are enjoyed by other faculty staffs; 3) scope for advanced training of teachers; 4) a sense of security of service; and 5) more congenial atmosphere for research work. The students of commerce will also enjoy greater prestige than at present, and the quality of commerce education will improve.

84. WALDMAN, Joseph M. Evolution of Commerce Education at the University of Dacca --- Teacher's World (Dacca) 7(3): 26-32. 1969.

The increase in enrolment in Dacca's commerce program has been gradual over the years 1922 to 1967-68. Since independence

these commerce programs, in terms of enrolment, have decreased in importance within the University of Dacca when compared with some of the other major faculties there. The rate of growth in the number of commerce graduates has been much greater among the commerce programs at Dacca's affiliated colleges than amon the Master's and Honour's program at the University. Of the two programs the M.Com. program at Dacca University is at present more important in terms of enrolment than the B.Com. Honours program. The recently established Master of Business Administration program at Dacca experienced rapid growth in terms of enrolment in its early years. The existence within the same University of two so closely related Master's programs - the M.B.A. and the M.Com. - creates an unusual situation.

PSYCHOLOGY

85. BAROYA, M. George. Performance on Selected and Non-Pakistani Scholastic Aptitude Tests Under Two Different Conditions --- Teacher's World (Dacca) 7(2): 30-39. 1969.

During the 1960-61 academic year at the Institute of Education and Research (IER), University of Dacca, a few selected non-Pakistani scholastic aptitude tests were used at the Master Education level. The administration time recommended in the instruction manuals was strictly followed. The present investigation was undertaken to study the effect of the length of administration time on performance in selected non-Pakistani scholastic aptitude tests administered at IER during the 1960-61 and the 1961-62 academic years at the Master of Education level. Performance in the tests did not improve when additional time was demanded and granted and consequently the research hypotheses formulated for this investigation were rejected. The investigator recomends that non-Pakistani tests, if used in Pakistan, should be tried out in pilot studies before they are used with Pakistani populations. Preferably, tests should be constructed and standardized in Pakistan in the areas of adhievement, aptitude, personality and interest.

86. BAROYA, George M. Three Psychological Tests - Do They Measure the Same Ability --- Teacher's World (Dacca) 7(3):

17-25. 1969.

A series of tests - the Illustrated Science Test (IST), the Mathematics Achievement Test (MAT), the Manual Dexterity Test (MDT), plus the General English Test - was constructed and administered by the Institute of Education and Research, Dacca on 418 persons at the request of an autonomous body for the purposes of selection. The present paper briefly reports an investigation designed to test the mutual independence of three tests - the IST, the MAT and the MDT, The mutual independence of the three sets of test scores were tested by the chi square test (3:11-18) of mutual independence in a three-dimension frequency table. The pertinent data are presented in tabular form. The findings indicate: 1) The MDT is measuring an ability different from the abilities which the IST and the MAT are measuring. 2) The IST and the MAT are to some extent measuring the same ability.

87. KHATUN, Shafia. An Investigation into the Height and Weight Norms of East Pakistani Neonates Born in Dacca City --- Teachers's World (Dacca) 7(3): 35-40. 1969

In this study an attempt was made to establish the height and weight norms of new-born babies of East Pakistan, born in Dacca City, for the proper understanding of growth and development of children of this area. The study was limited to the local hospitals and two maternity centers in Dacca. Population for the study consisted of 62,462 babies born in the hospitals and maternity centers from 1963 to 1967. After collecting the height and weight of each new-born baby included in the sample, the average height and weight were calculated. Arithemetic Mean was used to find out the average height and weight. The findings indicate that the average height of Pakistani new-born babies in Dacca City was eighteen inches and the average weight was six pounds. A number of recommendations based on the present investigation have been made for the guidance of future studies on these lines.

SCIENCE EDUCATION

88. HAQUE, Abu Obaidul. Modern Trends in Science Education --- The Concept (Dacca) V(8): 17-19. March 1969 (Received in April 1969).

A careful consideration of the modern trends in science education

is necessary for planning an operational and adequate science curriculum. These trends indicate that science education is in a process of revolutionary changes both as to its curriculum and its teaching methods, necessitating; 1) flexibility in methods of instruction, 2) increasing attention to team teaching and individualized instruction, 3) emphasis of curriculum on inquiry and discovery, on laboratory approach and on pupil experimentation and problem solving, 4) increased tendency of using audio-visual aids, 5) emphasis on more varied instruction, 6) provision of more space for equipment and storage, 7) popularity of advanced science courses and science offerings, 8) emphasis on teacher preparation, close relationship between teacher and taught and vertical integration of science curricula at different levels, and 9) revision and evaluation of science curricula from time to time.

SOCIOLOGY

89. AHMAD, Anis. Education and Culture --- Criterion (Karachi) IV (2): 68-74. April, 1969.

Education is the primary means for the transmission of culture and heritage. Culture is a whole way of life that is created, learnt, held in common, and passed on from one generation to another. Education is the foundation of culture and it is the system of education that determines the direction of cultural advancement. In Pakistani society Islam is the main cultural force. It represents a way of life, and offers a solution to all social, political and economic problems of man. Hence the need for the educational system of this country to reflect Islam and the Islamic values.

90. AKSIRUNNESA. Schoole Samaj Karmira Bhumika (The Role of a Social Worker in School) --- Samaj Kalyan (Dacca) 0(29-32): 19-21. January to March, 1969 (B).

The article outlines the role of a social worker in school. He can help the problem children. Neither the teacher nor the parent, because of his preoccupation, can spare time and energy for the individual care and attention such children need. Further, parents and teachers are not usually adept in handling psychological problems. Here a well-trained social worker can do valuable service by having recourse to case study or case

work methods. With the help of the collected data, he can make proper diagnosis of the case and can suggest remedies. The social worker performs his work in close contact with the teaching staff of the school and the students. The social worker can also help in making the school atmosphere friendly and warm by taking active interest in the organization of the school program for extra-curricular activities.

91. ZAKI, W.M. Social Constraints and Educational Development of Backward Areas --- Contemporary Affairs (Rawalpindi) 1(1): 64-68. Spring 1969.

The writer discusses the reasons for slow educational development in the backward areas of Pakistan in spite of preferential treatment in respect of the educational development program of the country, and makes a number of suggestions to accellerate the development. The reasons stated are: 1) socio-economic conditions; 2) resistance offered by traditions and values to change and progress; 3) temptation on the part of the educated few to move to more attractive regions; and 4) reluctance of the people of other regions to serve in the backward areas. The claim that students everywhere with equal intelligence and educational facilities are on the same level in performance has no validity. Human ability is socially defined and performance in education is the result of both schooling facilities and family and environmental atmosphere created by socio-economic conditions. With the prevalent conditions of poverty, adolescent labor, malnutrition, the students cannot be expected to exhibit the same level of performance as is exhibited by the priviledged students. To remove regional inequalities in education, a comprehensive policy is required including demographic analysis, regional and community planning and wide range of other elements of social policy envisaging radical family and social reforms. A liberal program of scholarships should be introduced covering expenses of tuition, boarding, lodging, etc. Talented students from the backward areas should be brought to the main centers of education and learning with adequate financial support.

SPECIAL EDUCATION

92. HAQUE, Shamsul. Murapara Borstal School --- Teacher's World

(Dacca) 7(1) 42-44. 1968.

This is a brief note on Murapara Borstal School at the rural locality of Murapara on the outskirts of Dacca. The school was started in 1948, and it has a capacity for 200 young offenders. It is the only institution of its kind in East Pakistan. The school has provision for the schooling of the inmates up to the level of S.S.C. examination. In the life of the school five inmates passed matriculation and at least two of them passed their B.A. in later life. In 1966, 74 students of classes I to VIII were examined and 68 (91%) of them got a pass. The school has Weaving, Tailoring, Book Binding, Carpentry and Smithy, Laundry and Saloon as its vocational areas.

STUDENTS' PROBLEMS

93. Cinema-o-Chhatra Samaj (Cinema and the Student Community) --- Purbadesh (Dacca) XIII (41): 4. June 1, 1969 (Editorial) (B).

This is an editorial comment on the concession given to the students for cinema tickets. Following the introduction of this concession, a great number of students keep away from their classes and go to cinema almost every day. In view of the low standard of pictures produced in country, the students going to movies not only waste precious time but also expose themselves to an atmosphere that affects their morals. The article advocates that the concession should be in the form of reduced tuition fee, examination fee, low-priced textbooks, etc., rather than rebate on cinema tickets.

TEACHERS

94. AHMAD, Manzoor. The Problem of Teacher Shortage --- Pakistan Observer (Dacca) May 6, 1969.

The existing organizational structure of teacher education cannot possibly cope with the progressively rising demand for more teachers to staff the rapidly growing number of institutions at all levels. The present training facilities have failed to meet even the current demands as indicated by the

huge proportion of untrained teachers. If the future demands are to be met, the number of these professional institutions has to be doubled immediately, and then this rate of increase has to continue every five years or so for many years. It is doubtful that the limited resources available for education will permit this rate of expansion. Is it then possible recognising the stark realities of the situation to find some alternative means to cope with the problem.

In conclusion, it should be noted that whatever arrangement is made for training teachers, there will be no impact of this training on education unless simultaneous steps are taken to properly utilize the trained teachers and retain them on the job by offering adequate rewards and incentives. In other words, the question of teachers' salaries cannot be ignored as there is no substitute for an adequate remuneration.

95. AHMAD, Zulfiqar. Islahe Tadris aur Asatzah ki Kametian (Instructional Reform and Teacher's Committees) --- Sanvi Talim (Lahore) 2(3): 49-66. 1968 (U).

The academic standard of our schools is declining. An effective way to check this trend is to plan and evaluate instruction through Teachers' Committees. Through such committees every teacher can be helped to realize and overcome his individual drawbacks, and instruction can be constantly improved. The writer proposes the formation of committees by subject and by class. The cooperation which is necessary among the teachers of the same subject in different classes can be easily obtained through committee work. The committees can also effectively contribute to the improvement of curriculum and methods of teaching, and can plan better use of instructional material and teaching aids. The writer discusses in detail the organization of teachers' committees, their operation and the scope of their activities.

96. ALI, S.N.Q. Zulfaqar. The Modern Teacher --- Dacca Book Villa, 157 pp. 1968.

The author has spent the longest part of his distinguished educational career in teacher education which profoundly influences education in our country. The book under review contains seventeen articles or essays written from time to time throughout his career. Seven of these were published in book form under the same title as far back as in 1941.

The views expressed therein still hold good. But this enlarged edition is much more useful to the students of education. The topics dealt with cover various aspects of education with which people in general and the teachers in particular should be conversant. The writer's approach to the problems of education is cultural and scientific. He duly emphasizes the necessity of imparting education in the national languages of the country and a religious orientation for the system of education. He regards teacher as the key figure in the process of learning and clearly defines his obligations and rights. The articles on 'Examination,' 'The Role of Student,' and "The Headmaster' are also interesting and instructive.

97. DAS, Tarapod. Shikkhokder Kortobbo o Tader Somassa (The Responsibilities of Teachers and their Problems) -- Dainik Pakistan (Dacca) May 11, 1969 (B).

Teachers play a vital role in moulding the character of students. In our country teachers are paid no respect, and in general they are not in a position to fulfil the promise of their profession. Most of our teachers, especially those in private schools, find no attraction in the profession. Pressed by economic considerations, majority of them seek private tuitions only to supplement their income. The result is that they pay little attention to their students. Many of them change their profession at the first opportunity that comes their way. In order to make this profession sufficiently attractive, it is imperative that the pay-scales of teachers are increased and better facilities are provided to them. When the teachers are well paid, they would be able to pay more attention to the students and devote more time to the teaching.

98. GHANI, M.O. Teachers and Education --- Morning News (Dacca) May 9, 1969.

If we want our education to produce the sort of men and women the society most needs, it is essential to raise the standard of teaching. This is possible only through improved teacher training. The quality of instruction given to the pupils depends essentially upon the teachers' ability and worth. The best teachers at different levels should receive salaries equal to those of the best-paid professionals in the country at the corresponding levels. The proper preparation of teachers who would work at the new professional levels would require new kinds of institutions for

teacher training. These institutions must be involved in research and experimentation and must maintain close ties with schools and school teachers so that neither the schools nor the training institutes are isolated from new ideas of curriculum or from educational inquiry.

99. SHAIKH, M. Hafizuddin. Problems of Primary Teacher Education ---- Pakistan Observer (Dacca) May 28, 1969.

The future of education depends largely on the primary school teacher training program of the country. In our system, a Matriculate with ten years of general education gets appointed as a teacher in the primary school and becomes trained if he receives one year's professional training, whereas in the United States a person usually needs twelve years of general education plus four years of professional training to become a teacher. The writer believes that one year of training is insufficient and the Commission on National Education also recommends two years' training program. In the context of our struggle for universal compulsory primary education, we have to examine the feasibility of extending the duration of the training period. The Report on Current and Projected Teacher-supply Situation in East Pakistan by the Research Service Center of the Institute of Education and Research points to the fact that if the present trend continues, 2,14,200 teachers will be needed in addition to 94,530 who were in service in 1965, for cent per cent potential enrolment in primary schools of five classes by 1975 with a teacher-pupil ratio of 1:40.

a) The number of primary training centers decreased because poorly equipped centers were closed down.
b) These nine centers are now called refresher course training centers which are presently offering in-service training to the non-matric teacher.

It means that we are to train 2,38,629 teacher (including 24,429 Matriculate teachers who were found untrained in 1965) for primary in the periods of ten years from 1965 to 1974. Four years have passed but no significant changes have taken place in the teacher training program to increase the yearly output of trained teachers for primary schools.

100. SHEIKH, M. Hafizuddin. Problem of Primary Teacher Education --- Pakistan Observer (Dacca) June 11, 1969.

The writer suggests two measures to improve primary education: 1) development of a full-fledged primary teacher training program, and 2) recognition of primary education as a field of specialization.

A permanent board of teachers training programs for primary education with representation from administrative, supervisory and teaching staff should be established. Two major functions of this board would be (1) to develop appropriate curricula and syllabi for primary teacher training institutes of undergraduates level, and (2) to conduct necessary yearly examination to issue special certificates in education to the successful candidates.

101. Shikkha Courser Training Prasonge (Introduction of Training in Educational Course) --- Ittefaq (Editorial) (Dacca) April 3, 1969 (B).

This is an editorial comment on the provincial Education Department's scheme to introduce a training course of three months at National Institute of Public Administration(NIPA), Dacca. The teachers of government and private colleges, professors of universities, and other persons attached to education department will participate in the training program. The subjects to be discussedare: (1) The role of teachers in educational institutions; (2) The causes of unrest among students; (3) The bad effects of class distinction between teachers and students in the educational field; (4) The importance and purpose of progressive outlook in determining the policy of education; and (5) The discussion on political matters with the students. The editorial welcomes the project and points out a number of major problems and hurdles in the field of education which should be thoroughly explored at the proposed seminar.

102. SIDDIQUI, Hafizur Rahman. Asateza Ka Kirdar (The Character of Teachers) --- Jang (Karachi) May 27 and June 3,10,17, & 24, 1969 (U).

This is a detailed and critical study of the character of teachers and what it should be. The social status of a man depends on his high moral character, his thorough knowledge of the profession and his deep devotion to his work. These

qualities are much more necessary for a teacher than for anyone else. If any one of these qualities is missing in a teacher, he cannot be a good teacher.

This does not mean that a teacher should possess all the good qualities desirable for man. But a teacher is certainly expected to follow the professional ethics of teaching and should be true to his profession. When we ask for thorough knowledge in the profession, we do not mean that he should be the final authority on the subject. He should at least have thorough and well digested knowledge of the subject he is supposed to teach. Similar is the case with the devotion to duties. Unless a teacher is sincere to his job of teaching he cannot create interest in his students and cannot impart useful knowledge.

103. SIDDIQUI, Shaukat Ali. Urdu Zariyae Talim aur Tarbiate Asateza (Urdu a Medium of Instruction and the Training of Teachers) --- Sanvi Talim (Lahore) 2(3): 67-79. 1968 (U).

Communication of ideas is basic to any learning situation. Whatever is taught is learnt through the medium of language and the success of instruction depends on the effective manipulation of the language of instruction by the teacher. Since language plays a crucial part in determining a child's perception of 'social reality,' only mother tongue can effectively cultivate his mind. If the purpose of education is to make children think and creatively and critically appraise a situation, it can be achieved only through teaching in the mother tongue. So far as West Pakistan is concerned, Urdu should be made the medium of instruction in the schools. Effective instruction in Urdu can be possible only if teachers are well versed with the language. The writer strongly advocates the adoption of Urdu for the teacher training program in the province.

TEACHING METHODS AND MEDIA

104. ALI Mohammed. Dars-o-Tadrees (Teaching) --- Jang (Karachi) June 3, 1969 (U).

This is an interview report of a professor of chemistry who explains how to prepare for chemistry examinations.

Chemistry is a subject in which a student can easily score more than 90 per cent marks if he prepares the subject intelligently. The main problem is the understanding of basic principles Once the student grasps these principles, he will not face much difficulty. Another important point in explaining the laws of chemistry is the use of accurate words. The use of a wrong word can change the meaning entirely. In chemistry numericals are also very important and a student should solve all the numericals in the book. In solving the numericals, the method is very important. In organic chemistry the reaction mechanism needs to be thoroughly understood. In order to be able to clear the objective tests, a student also requires a thorough study of the book.

105. FAIZI, Dost Mohammed. Dare-o-Tadrees (Teaching) --- Jang (Karachi) June 17, 1969 (U).

This is an interview report of a professor of Urdu language who has explained how to prepare for Urdu Examinations.

Comprehension of Urdu poetry and prose and ability to write correctly are the objects behind the entire syllabus of intermediate Urdu. This comprehension is possible only when the central idea of the lesson or poem is clearly understood. Unless this is done, proper answering of the question paper is not possible. A student of B.A. class is supposed to know the complete history of Urdu literature in the fields of both poetry and prose, and here mere understanding of the subject is not sufficient. Self-prepared notes are advisable since they help one in remembering the lesson and improving the expression.

The professor interviewed is very critical of the present syllabus and puts forward a number of his own suggestions for its improvement.

106. FATIMAH, Raees. Dare-o-Tadrees (Teaching) --- Jang (Karachi) June 17, 1969 (U).

This is an interview report of a professor of English who explained how to prepare for English examinations.

Majority of our students fail in the examination of English language. This is not so with other subjects. In spite of

hard preparation, students are never sure of passing the examination. English is a difficult language and success in it is not possible if the student is not attentive in the class throughout the year. The most important thing for a student of English is the vocabulary and the correct understanding of the tenses. This will help the student in expressing his ideas clearly. The use of keys in remembering the answers will never help a student in developing his power of expression.

107. HAQUE, Enamul. Museum, Research and Education --- The Concept (Dacca) V(9):31-33. April 1969.

The article discusses the promotion of education through the interpretation of museum objects through research and display. Though research is basic, the two must go together. Display grows out of possession of the object and the research done on it, and scholarship is digested and interpreted through display. The museum objects can become significant to the scholars only when research on them is completed and the result is displayed through the printed page to them. Such a museum is a research institute as well as a publication organization, both contributing positively toward the reconstruction of the history of the country and to the promotion of education and learning. In order to carry on these two basic functions, the museum administration requires qualified staff. The writer also describes the museums in East Pakistan.

108. SHAIKH, Md. Hafizuddin. Primary Schooler Rochna Shomasya (The Problem of Essay Writing in Primary School) --- Dainik Pakistan (Dacca) April 13, 1969 (B).

Essay writing as a primary school subject is most difficult to handle. Either the topic given for essay writing is too difficult for a small child or not sufficiently stimulating for him. In primary schools the subject must be descriptive, it should carry some interest for the children, and must be known to them. In 1966 an essay competition was held in Chittagong, Dacca, Khulna and Rajshahi. Most of the topics given were known to the children and they memorized the essays ahead of time. The reason why children increasingly depend on memorizing is that the essay topics are above their understanding, and the guidance and instruction they receive from their teachers in essay writing are poor and insufficient.

The purpose of instruction in essay writing is to help students to express themselves clearly, to be able to describe their observations and to think creatively.

TECHNICAL EDUCATION

109. AHMED, Saghir. Technical Education in West Pakistan --- Enterprise (Karachi) XVII (March-April): 18 and 30. 1969.

The writer describes the development which took place in technical education in Pakistan, particularly in West Pakistan. The highlights are: Technical education now forms an integral part of the country's education system, and polytechnics and technical institutes have been set up in both the provinces. Board of Technical Education has been set up in West Pakistan in 1913 with the intention to organise, control and develop technical, vocational and commercial education in the province. It now offers courses of study for unskilled workers, skilled and trained workers and technicians, besides courses are formulated for commercial studies to train typists, steno-typists, stenographers, office assistants and accountants also. The Board conducts annual or bi-annual examinations. For technical training 18 courses spread over three years including practical training are offered. Apart from technical side of the studies, students are taught businesses and industrial management, accounting, human relations, basic psychology and personal development. The Board has prescribed 10 one year and 13 two year courses for vocational training. For commercial training, one year certificate courses in subjects like book-keeping, accountancy, shorthand and type-writing have been developed. Arrangement for teachers' training courses for the instructors of polytechnics and teacher of arts and crafts are also made in the two of the polytechnics at Rawalpindi and Karachi and at the Teachers Training College, Lyallpur.

110. ALVI, Abdul Hai. Talim aur Technology --- Tadrisi Machine (Education and Technology - Teaching Machines) --- Sanvi Talim (Lahore) 2(3): 31-48. 1968 (U).

This is a descriptive discussion of teaching machines and programmed instruction. The writer explains the teaching machines and the basic concepts on which their mechanism and

operation are based. Teaching machines are not teachers, nor can they replace teachers. Their true function is to serve as a teaching aid for the teacher. The writer gives a brief history of the inventions and traces the different stages of their development. The basic phychological concepts behind these machines have been listed. The success of teaching machines depends on effective programming. The writer explains programmed instruction and discusses the process of its construction and how it is fed through the machine. Programmed lessons have also been made available in the form of books. In Pakistan we should devote full attention to the preparation of the programmed instruction units. Teaching machines should follow the phase of programmed instruction and not precede it.

TEXT-BOOKS

111. SHAIKH, Md. Hafizuddin. Primary Porjal Emun Pattho Boi Chai Ja Shishu Mon Ke Jaggrote Korte Pare (We Want Such Text-Books for Primary Standard which may Awaken the Hear of the Child) --- Dainik Pakistan (Dacca) April 6, 1969 (B).

Children in primary schools are attracted only toward beautifully illustrated books. They enjoy looking at illustrations, and their curiosity is aroused about what they see. Unfortunately, the School Text Book Board has failed to appreciate this basic fact. Text Books are printed on newsprint with very poor or no illustrations. Books for children must be illustrated in different colors and printed on good paper.

WOMEN'S EDUCATION

112. AMEEN, Fahmida. Nari Shikkhai Roqeyara Daan (Contribution of Reqeya to Women Education) --- Bandhabi (Chittagong) V(4): 13-16. April 1969 (B).

The article highlights the contribution made by Begum Roqeya Sakhawat Husain to Muslim women education in Bengal. By sheer strong will and determination she acquired English education in spite of every kind of obstacle in her way. After the death of her husband she established Sakhawat girls schools and devoted herself to writing. She was the pioneer in Muslim women education in Bengal, and was the first modern educated woman in

Bengal. Through her strong pen she also took a firm stand in favour of female education.

113. HUSAIN, Rezina. Amadera Stri-Shikkha (Our Women's Education) --- Lalana (Dacca) III (50): 5-6. April 11, 1969 (B).

The writer discusses the importance of women's education for national development. The status of women's education in East Pakistan is highly unsatisfactory. Only a few girls of well-to-do families receive education. The vast majority of women (about 85% living in the villages of East Pakistan) has scanty educational facilities. The girls, though they outnumber the boys in villages, have no educational opportunity; hardly anythana headquarters in the villages (except towns) has a girls' high school. Even in cities, the number of educational institutions is limited. Whatever the government has done so far was done only for the daughters of the educated people and not for the illiterate and uneducated masses. Only through the education of the bulk of the female population living in villages can the future of the country be built up on a stable and enduring basis.

GENERAL

114. ALI, Md. Azhar. Discipline for Young Learners --- Pakistan Observer (Dacca) May 21, 1969.

There is a close relationship between the function of the school and the future of our national life. This places heavy responsibility on the teachers of Pakistan. In a country like ours, teachers must do a thorough job of teaching the fundamental subjects in such a manner as to produce the kind of citizens needed in a free and developing society. To fulfil this obligation it is essential that teachers understand that discipline is necessary in any type of society and that the discipline required in a democracy differs from that required in a totalitarian system. The following principles may be followed in educating young children in the matter of discipline in a free country:

(1) The amount of teacher direction should be reduced gradually as children become more and more mature.
(2) Children should be given all possible opportunities for planning, sharing in, discussing and evaluating class-room activities.

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(3) Children should be encouraged to assume increasing responsibility for the control of behaviour in the class-room.
(4) Exprimentation, observation and problem solving by the pupils should be encouraged in the class-room situation.
(5) Children's ability to make intelligent choices should be developed and encouraged.
(6) Skills in self-analysis in children should be fostered by providing opportunities.
(7) Adequate teacher direction to provide children with security and satisfaction should be arranged in a permissive atmosphere.

115. ALI, Shaikh Mohammed. Education --- Dawn (Karachi) May 23, 1969.

Education has been one of the foremost problems of this country, but not much attention has been paid to it in the past. Education is the key to success in an individual's life and is a key to progress in a country's social and cultural life.

Educational communication depends upon two factors, media and message, and the right selection of these two factors determines the success of educational communication. Our present educational system is far from satisfactory. Probably Pakistan is one of the few independent states where a foreign language is commonly used as the medium of instruction.

In this age of science and technology, we hafe to teach not only more, but also faster in order to compete with the rest of the world. We have to use new methods of effective teaching to achieve this objective. We need changes in the examination and evaluation methods. In fact we need changes in the entire setup of present education.

116. Amader Shkkhas Khetrer Shomasya (The Problems in Our Educational Field) --- Paigham (Editorial) (Dacca) April 13, 1969 (B).

The editorial points out a a number of educational problems which the government should take into consideration while formulating a new educational policy. The two major problems which deserve attention are the low percentage of literacy and the question of giving a national orientation to the system of education in Pakistan. The government should undertake to

replace the present system of education by one which would reflect our own national aspirations, hopes, values and objectives. As long as the present system of education remains unchanged, the problems before the students, the teachers and the parents will continue to agitate the mind of the nation.

117. Business of Education --- Morning News (Editorial) (Dacca) June 5, 1969.

According to a survey conducted by a news agency in Lahore, the main motive in setting up private educational institutions is to earn money. Perhaps the harsh truth of this statement is nowhere more in evidence than in Karachi. The class rooms are overcrowded. Unqualified teachers are engaged to keep the salary bill at the minimum. Normal facilities like fans, drinking water, first-aid facilities, playing fields and extra curricular activities are just not there. Yet these schools charge exorbitant fees. The educationists who run these institutions have a favorite reply to all criticism: If our school is so bad why do you put your child in it? On the face of it they do not have any responsibility because the parents get their children admitted to such schools in spite of knowing fully the non-academic atmosphere there. But the parents cannot help sending their children to these schools. The number of good schools is limited and admission to such schools is beyond the reach of the common man.

118. HAQUE, Abu Obaidul. Problems of Our Education --- The Concept (Dacca) 5(10): 21-26. May 1969.

In this article an attempt has been made to describe some of the basic problems which retard the progress of education in Pakistan. Each problem has been discussed with a corresponding solution. Problems are many, but the problem of finance is the root of almost every problem in Pakistani education. The budgetary deficit of the provincial governments should be made up so that the quality of education can be improved and educational disparity be removed. The other problems are: 1) student unrest; 2) failure of students causing wastage of human and material resources; 3) problem of examination system and the question of unfair means adopted by the students; 4) language and medium of instruction problem; 5) scarcity of quality textbooks and the problem of the inroads

of a series of note books; 6)inability of the present educational system to attract the best talent to the profession of education; 7) problems of the teachers, such as low pay and salary, their accommodation problem, absence of mdeical facilities, etc. for them; 8) inadequate teacher preparation program to face the challenges of fast expanding education; 9) problems resulting from significantly low teacher-student ratio; 10) inadequacy of the educational curricula and the absence of a process of continuous revision of the curricula; 11) the lack of coordination among teachers-students, educational administrators and planners, and parents; 12) lack of counselling and guidance service to the students; and 13) the problem of unemployment of the educated youths. The writer is of the view that education in Pakistan can be improved only by bringing about fundamental changes and improving the service conditions of the teachers of all levels, and while reorganizing the educational system of the country, due consideration should be given to the needs and views of all teachers from primary to university level. Besides service condition of the teachers as a whole should be improved so as to give them due social status and recognition which will attract talented people.

119. RAZZA, Muhammad Abdur. Amadera Shikkha-Byabastha (Our Educational System) --- Jahan-e-Nau (Dacca) Special Number: 65-72. April 1969 (B).

The article traces back the origin of the educational system of Pakistan to the time of the Holy Prophet and the first four Caliphs. The period of gradual development of the system has been divided into four parts: 1) Golden age which covers the period from the Prophet to the last of the four Caliphs; 2) The Umayyad and Abbaside period in history; 3) A period of conflict beginning from the fall of the Abbasides to the 19th Century; and 4) The modern period which begins after the 19th Century. The educational system started on the basis of the teaching of Quran and Sunnah, retained its characteristics and kept free of all foreign influence till the 19th Century. But after that started the cultural infiltration of the European colonialists, and the English education system replaced the traditional educational system as the main system of education. Thus Pakistan inherited two kinds of educational systems, one Western and the other traditional which contradict each other. This situation has given rise to a host of problems. The writer advocates the development of a single educational system in Pakistan so as to inspire every student from the primary level to the university level with the ideals of Islam.

120. SHAHED, Zia. Amadera Missionary Schoole Yaa Shekhan Haiya (Things Taught in Our Missionary Schools) --- Jahan-e-Nau (Dacca): Monthly Special Number: 31-37. April 1969 (B).

The article briefly reports an interview by the writer with the students and teachers of a missionary primary school, a residential missionary school, and a missionary secondary school. The highlights of the interview are: 1) The primary school students, though mostly Muslims, do not have the basic knowledge of Islam, Islamic behavior and conduct, Islamic ceremonies and holidays and religious leaders. They were found to be well versed with the Christian way of life, the subject as well as the Moulvi are held in derogation. 2) The residential school has a chruch in the residential compound of the school, and the students are required to prepare their lessons inside the church. The books in the library are mostly in English. The few books available in the vernacular are those written and published by the missionaries. The atmosphere of the school is totally unsuitable for the education and upbringing of Muslim children.

121. Shikkha Baham Baibsha (Business in the Name of Education) --- Ittefaq (Editorial) (Dacca) May 28, 1969 (B).

The editorial criticizes the increasing commercialization of education and calls upon the government to take effective steps to counter the trend. Ninety per cent of the private schools are run on commercial basis. Although these institutions charge exhorbitant fees, the quality of instruction they provide is very poor. There is no denying the fact that majority of students in these institutions do poorly in examinations. It is high time that the government investigated the matter and checked the increasing commercialization at all the different levels of education.

STUDENT UNREST (Special Section)

122. AHMED, Manzoor. Student Activism and the Educational Sysfem --- Jamia Educational Quarterly (Karachi) 10(2): 49-57. 1969.

Student activism is here to stay. It is neither abnormal nor undesirable. At times it goes out of bounds when the political

machinery fails the country. But ways can be and should be found to help students to realize the potential of their new sense of purpose and spirit of activism by conceiving a broader definition of education. This redefinition is not just to accommodate political activism of students but also to make the educational process more relevant to the problems of modern age.

123. AHMAD, Manzoor. Student Activism and the Education System --- Pakistan Observer(Dacca) March 22, 1969.

The quality of work demanded and the pressures place on students to work hard to retain their position in the institution, the system of evaluation with frequent examinations, and the nature of regulations of the corporate life in the institution affect the degree and the tenor of student activism. The quality of relationship between the two major groups in the academic enterprise - the teachers and the students - partially determines the extra-academic role of students. The nature of relationship, in its turn, is affected by the traditions of the educational system, the existant norms of social interaction between people of different ages, and the teacher-student ratio. The purely academic factors are, however, sometimes accorded an unwarranted primacy. They are really the mitigating or reinforcing elements rather than the main determination of the degree and nature of student activism. It is evident, therefore, that the specific situation in which the educational system operates, the specific characteristics of the student body as a component element of the larger society, and the inevitable imperfections of the political structure of society make students prone to protest movements and various forms of activism. Basic to any understanding of the political stance taken by the university community, both students and teachers, is also the fact that they are engaged in intellectually creative activities, requiring them to criticize, revise and supplant tradition. The political activism of students is in some sense an indication of the university as an academic community. If the political system in the country denies the basic rights of the citizen, if the government is ridden with corruption and dishonesty, if the principles of social justice are trampled under foot and yet students fail to react, then the university has failed in its mission.

124. ASHRAF, S.A. Unrest and the Student Community in Pakistan --- Jamia Educational Quarterly (Karachi) 10(2): 58-64. 1969.

Student unrest signifies active expression of dissatisfaction by students with the present condition within the academic world and also in the outer larger society students are living in. In its activist response to educational and social grievances the student community in Pakistan is not different from its counterpart in other countries. Their feelings are even more intense because of the suppression of vocal opposition and the repressive press laws in the country. Only if the twin problems of socio-economic-political and the educational are taken up for solution, and steps are taken in the right direction, can we hope that student unrest will be of a milder nature. Student movements will not cease because of the political tradition of this country, and also because of the relationship that exists between political parties and student organizations.

125. HAQUE, K. Anwarul. Student Unrest and Education --- Jamia Educational Quarterly (Karachi) 10(2): 14-20. 1969.

Besides general unrest inevitable in a society in the process of breaking out of its crust of tradition, much of the student unrest in Pakistan can be traced to a combination of educational grievances, political disillusion, frustration, boredom and a certain amount of imitativeness among the students. In a developing country like Pakistan, where unrest is closely linked with national aspirations a great deal perhaps can be done to reduce it by sound educational planning and provision of adequate resources for its implementation. While much of the sacrifice necessary for educational growth in the country will come from adults in the shape of self-dinial, The students themselves shall have to accept hard work and dedication for their education in the realisation of a better and happier life in future.

126. HUSAIN, Karrar. Unrest and the Student Community in Pakistan --- Jamia Educational Quarterly (Karachi) 10(2): 65-76. 1969.

The objective conditions of students unrest are not everywhere the same. They are very different particularly in the developed countries of the West and the undeveloped countries of the East. In countries like Pakistan student troubles are much

more manageable - not through crisis and compromise. If we succeed in setting up a social order, in which there is more of social justice, in which there are self-expanding opportunities for gainful, constructive employment, in which there is free political activity and respect for civil liberties, if the teacher working in a free atmosphere can rise equal to his great responsibility of educating the young generation by inspiring in them not only an interest but a sort of pride in work and study, if our students are provided opportunities to participate in an orderly and responsible manner, in the building up and even defending of the country and in the fashioning and ordering of life on the campus - there is no reason why unrest should persist among our students.

127. HUSAIN, Mahmud. Student Unrest and Education --- Jamia Educational Quarterly (Karachi) 10(2): 3-13. 1969.

In recent times there has been political activity among the students of Pakistan on an unprecedented scale. But student participation in politics in Pakistan is not new, the tradition goes back to united India. Apart from political dissatisfaction there are other contributory causes to the unrest. There is a conflict of values in Pakistan, between the traditional and the modern, the gap between the generations has grown in recent times, and there is the effect on the students of the stage of life through which they are passing, the stage of adolescence and youth. There is also a feeling of personal insecurity among the students. Unemployment or unsuitable employment causes constant frustration. Educational conditions in Pakistan also actively contribute toward student unrest. The system of education is a remnant of the past and suffers from serious handicaps. The writer discusses of the educational structure responsible for student uneasiness.

128. HUSAIN, S. Sajjad. Student Unrest in Pakistan --- Vision (Karachi) XVIII (2): 6-8. March 1969.

The writer points out some of the causes of student unrest in Pakistan, where student activism is a legacy from the colonial past. Among a population largely illiterate, students formed a strong, educated and articulate minority capable of being aroused to action at a moment's notice, and idealistic and self-sacrificing. They thus developed

into a pressure group and were capable of exacting from their elders a price for their support. Both the Muslim League and the Congress used the students during the pre-independence days and the leaders relied heavily upon their support. This increased the students' sense of power. The students continued to participate in politics even after independence. Politicians also began to discover that students as a group were still a useful ally in politics. The students now became a strong vocal elite who would influence the leaders and the electorate alike. The other causes contributing to the student unrest are: 1) the sense of disappointment and frustration of the student community because of the failure of the national leaders to give the young a sense of national purpose and a well-defined goal; 2) the failure of the elders to anticipate the grievances and the needs of the students in their every-day life and the resulting belief in the student community that only pressure could force the administration to redress their grievances; and (3) the development of a sense of profound skepticism in the students about all traditional values and standards of conduct because of widespread corruption and inefficiency in matters educational like the provision of grants to the schools and colleges and grants for scholarship, mal-practices in examinations by the teachers themselves in their attempt to protect the educational institutions from losing affiliation because of poor results.

129. KHAN, Anwar Khalil. Student Unrest in the World Perspective --- Jamia Educational Quarterly (Karachi) 10(2): 36-43. 1969.

The roots of educational unrest lie in the subsoil of a rapidly and dramatically changing society which has begun to make great demands on its educational system and which is likely to continue to create new educational problems at an even faster rate in the foreseeable future. Existing pressures and counter pressure on educational institutions must be examined in the light of the changes that are taking place in society. It has also produced a variety of new patterns of social life which are manifested in changing social values and norms and in growing pressures on individuals to develop new ways of adapting to the society.

130. LATIF, Malik Abdul. Crisis of Youth --- Enterprise (Karachi) XVIII (May-June), 16-17 and 19, 1969.

Crisis of Youth is now a world-wide phenomenon. It is crisis of mal-adjustment between the old and the new generations. The developing countries need to take lessons from the crisis of the Western countries and the reaction of their students should be understood in the light of the causes that have given rise to world educational crisis which is mostly because of manifold increase in student population, demand for more education and corresponding resources scarcity relative to needs. The scarcity of resources is more acute in the developing countries, resulting in low standard of education and insufficient amenities for curricular and extra-curricular activities. Besides, education in these countries is not in conformity with their developing and changing needs and thus creates in the educated youth a sense of doubt about his future prospects in life. The writer suggests that courses and curricula should reflect the needs of life and the development needs of the society. The built-in rigidities should be removed from the educational system and forums for dialogue with the students should be provided in order to give a sense of participation, so that they themselves can understand the problems.

131. QURESHI, I.H. Student Unrest and Education --- Jamia Educational Quarterly (Karachi) 10(2): 21-27. 1969.

Precisely to the extent that freedom of thought and tolerance exist in a society, will it be able to absorb shocks and work out compromises, otherwise it will break on the first impact of a serious challenge to its philosophy and traditions. Youth will be rebellious if it cultivates the art of thinking for itself. This cannot be prevented, but the rebellious ideas can be corrected and put to good use by a society that is alive and capable of producing a synthesis out of the thesis of its concepts and the anti-thesis of youthful rebellion. One of our failings in Pakistan has been that we have not held a public debate on education and educational issues. If expression of all opinions is permitted, much of the resentment is eliminated and the capacity to think in a cool and balanced manner develops. All this is possible only in an atmosphere of freedom. And freedom is impossible inside an educational institution if it is not free from outside control. University education in Pakistan should be free from government interference.

132. RAHMAN, Inamur. Student Unrest in the World Perspective --- Jamia Educational Quarterly (Karachi) 10(2):28-35. 1969.

Student unrest is a world wide phenomenon today threatening not only to disrupt the academic life but the life of the entire society. The causes of unrest are multiple, and of various types, They indicate to very real educational shortcomings in the educational systems. In the Asian-African countries the breakdown of the feudal society in the wake of a long emancipation movement also contributes significantly to student agitation. Apart from the academic and political factors, there is perhaps the more important moral and social factor, the growing disregard for discipline and the breakdown of all respect and reverence for authority. The problem of student indiscipline should be tackled on two different planes. While it is for the adminstrators to deal with the problem of overcrowding, of lack of facilities, of a defective examination and admission system, etc., it is for the parents and the teachers to see that their wards learn to discipline themselves and imbibe the correct moral values.

133. Samaj, Rastra-o-Chhatra Ashanti (Society, State and Student Unrest) --- Purbadesh (Dacca) XIII (21): 4. January 12, 1969 (B).

This is the final article of a series on the relation of student unrest to society and the state. It analyzes the reasons for the low literacy percentage in spite of many administrative changes and expansion in the field of education with the avowed object of removing illiteracy. The main reason was the inconsistency between the declared objective and the practical means adopted to achieve that objective. The inconsistencies were: 1) increase in the number of schools and colleges was not proportionate to the increase in population; 2) compulsory free-primary education was not introduced although it was accepted in principle and an additional tax was levied for this purpose; 3) no effort was made to improve the teaching proficiency of the primary teachers; 4) the government did nothing to safeguard the prestige and social status of the teachers by improving their service conditions and raising their salaries; and 5) the administration did not care to provide library facilities and free textbooks to the students. The conditions at the secondary and higher levels were no better. The monopoly of producing textbooks by the Textbook Board and the retention of English as medium of instruction at higher levels were other major factors that kept the percentage of literacy as low as ever.

134. SEN, Nirmal. Chhatrorai Ki Andolaner Agrochari (Are the Students Vanguard of Movements) --- Azad (Dacca) February 21, 1969 (B).

Student unrest has become a worldwide phenomenon. Students in France, Spain, Germany, Japan, America, and Belgium are not only holding protest meetings and bringin out processions but are also pressing their governments to accept what they call their legitimate demands. The same sort of unrest is evident among the students in Pakistan. Most of the demands behind the student agitation in Pakistan are genuine and legitimate. But the government, instead of analyzing the situation dispassionately, has resorted to stern measures. This action has only aggravated the situation and made the atmosphere more explosive than before. The shortcomings of the present system of education are only too obvious. Yet, instead of eradicating these evils, the students are being forced to bow before the government. It is incumbent on the government to provide more facilities to the students and improve the present system of education. Unless this is done, the situation will not ease.

135. ZAIDI, S.M. Hafeez. Student Activism in Pakistan --- An Analysis --- Jamia Educational Quarterly (Karachi) 10(2): 44-48. 1969.

Student activism represent a type of psychological protest over the cultural, academic and institutional charges occuring as a consequence of urbanization and industrialization. The formation of attitude and development of personality within this changing socio-cultural milieu act as significant variables. Student activism in Pakistan may be assumed to be a direct consequence of the socio-economic and political changes since independence. Another likely factor is the disparity between their educational aspirations and the real situation in our institutions. The academic restraints coupled with bureaucratic arrogance had reached a point in the country where the present activist responses became inevitable. The historico-political events of the past decade were appropriate enough to instigate the Pakistan youth to stand up for their right of self-expression. As to the combination of activist student groups it seems reasonable to assume that most of the students are above average as students liberal in their outlook, more idealistic and possibly belonging to financially secure families.

136. ZAMAN, Mrs. U.S. Unrest and the Student Community in Pakistan --- Jamia Educational Quarterly (Karachi) 10(2): 75-83. 1969.

Student unrest in Pakistan as well as in other countries is the result of dissatisfaction of the youth with the existing way of life. In the context of Pakistan, however, it would be wrong to dismiss the whole problem by calling it an infection from the West and by brushing it aside as a worldwide malaise. Pakistan has a long history and tradition of students taking active part in politics. Our students are a product of Pakistani society. The unrest of students is the result of certain political, social and economic ailments of our society. These ailments also reflect in the educational system and bring about an immediate response of dissatisfaction and agitation among students.

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